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The following papers were presented at a joint conference of the Colorado Library Association and the Mountain Plains Library Association (MPLA) in October 1986: (1) "Development of a Strategic Plan for the Harold B. Lee Library--A Model for Public Service" (Larry Ostler); (2) "The Library Committee in MPLA Libraries" (Ronald Haselhuhn and Henry Stewart); (3) "Opening a Bookstore" (Dorothy Rice); (4) "Team Teaching the Chemical Literature" (Betsy Porter, John Lanning, and Beth Forrest Warner); (5) "Burnout and Social Interest in Librarians and Library School Students" (Nathan Smith and Anne C. Wuehler); (6) "Beyond Cataloging--A Survey of Academic Librarians in the Information Age" (Patricia A. Eskoz); and (7) "Strategic Planning for Campus Information Systems" (Herbert Achleitner and Edward Neroda). (EW)

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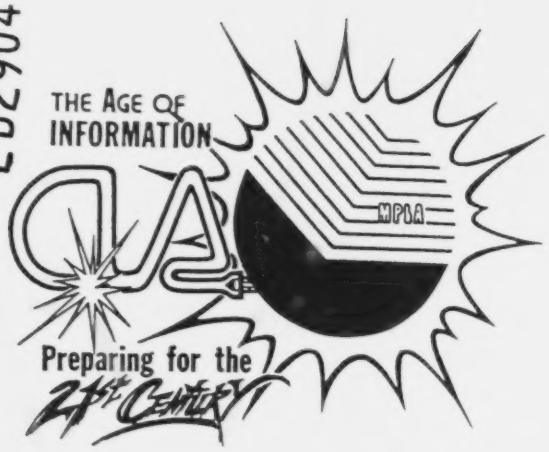

PREPARING FOR THE 21st CENTURY

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PREPARING FOR THE 21st CENTURY

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Edited by: V. Sue Hatfield
Head, Periodicals Department
William Allen White Library
Emporia State University
Emporia, Kansas

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LIST OF CONTRIBUTORS

Herbert K. Achleitner
Assistant Professor
School of Library and
Information Management
Emporia State University
Emporia, Kansas

Patricia A. Eskoz
Catalog Librarian
Auraria Library
University of Colorado at Denver
Denver, Colorado

Ronald P. Haselhuhn
Associate Professor
School of Library and
Information Management
Emporia State University
Emporia, Kansas

John A. Lanning
Chemistry Department Chair
Unversity of Colorado at Denver
Denver, Colorado

Edward W. Neroda
Library Director
Eastern Montana College
Billings, Montana

Larry Ostler
Assistant University Librarian
for General Services
Harold B. Lee Library
Brigham Young University
Provo, Utah

Betsy Porter
Science Librarian
Auraria Library
University of Colorado at Denver
Denver, Colorado

Dorothy Rice
Administrative Service Librarian
The University Library
University of Nevada-Reno
Reno, Nevada

Nathan Smith
Director
School of Library and
Information Management
Brigham Young University
Provo, Utah

Henry R. Stewart
Director
William Allen White Library
Emporia State University
Emporia, Kansas

Beth Forrest Warner
Coordinator of Library Systems
Middleton Library
Louisiana State University
Baton Rouge, Louisiana

Anne C. Wuehler
35 N. West Temple
Genealogical Library
Salt Lake City, Utah

PREFACE

During the last decade there has been a marked increase in the necessity for academic librarians to conduct research and publish the results. Due to this need the Mountain Plains Library Association is for the first time offering our academic librarians a forum for the presentation of their research. In conjunction with these presentations the Association is publishing the full papers, in the hopes that wider dissemination will encourage other members to participate in these activities in the future. It is the hope of the editor that this forum and publication will become tradition within the Association and thus offer our academic librarians an added benifit of membership in MPLA.

This year the call for papers resulted in the receipt of twenty abstracts. Of those eight were chosen by the jury to be expanded and developed and presented at the annual conference. Basically there were three different types of papers:

1). Theoretical Research (studies using rigorous research methodology)

2). Applied Research (surveys, statistical analysis which could be used in the change process)

3). Activity reports (descriptions of new programs and activities with problems and solutions reported)

We have not tried to fit each of the papers into a specific category but have tried to achieve a balance in the content of the forum, as well as a geographical distribution of the presentors. Time constraints limit the number of presentations scheduled each year. It was the conclusion of the jury that on the whole the abstracts were excellent and the final decision was very difficult. Those individuals submitting abstracts which were not selected this year are strongly encouraged to participate again next year.

Thanks must be extended to all who submitted abstracts, the presentors who wrote full papers on short notice, the jury who read each and every abstract and made those final difficult decisions, as well as the staff of William Allen White Library who gave the much needed time and word processing support essential to produce this volume.

Final acknowledgment and gratitude goes to the Mountain Plains Library Association Board which has underwritten the publication and has supported the concept from the beginning.

V. Sue Hatfield
Editor

DEVELOPMENT OF A STRATEGIC PLAN FOR THE HAROLD B. LEE LIBRARY: A MODEL FOR LIBRARY PUBLIC SERVICES

Larry Ostler
Assistant University Librarian for General Services
Harold B. Lee Library
3080 HBLL
Brigham Young University
Provo, Ut. 84602
(801) 378-6724

Abstract

The purpose of the study was to develop a strategic plan for the Information Services Division of the Harold B. Lee Library. A secondary purpose of the study was to produce a model for strategic planning for public service units of academic libraries in Utah. Participants in the study were the department chairs in the Information Services Division of the Lee Library. Over a three and a half month period, data was gathered from the planning group (chair of the Information Services Division). The study resulted in a strategic plan for the division and a planning model that could be used by other library public service units. Six strategic planning activities were utilized: 1) identifying the mission, 2) analyzing the environment, 3) identifying current programs, 4) applying Steiner's WOTS-UP analysis, 5) developing goals and objectives in support of the mission, 6) identifying strategies and, 7) developing the plan.

The study resulted in the following conclusions: 1) library leaders recongnize that the use of strategic planning techiques is a more effective way for libraries to meet the challenges of the future, 2) effective short-range and medium-range planning has not been useful for libraries, 3) library middle and upper managers are the appropriate body to develop strategic plans for libraries, 4) systematically using established strategic planning techniques can produce a valid strategic plan.

STRATEGIC PLANNING

Introduction

Use of strategic planning techniques is recognized by library leaders and others as a significant way in which libraries can meet the challenges of the future. Donald Riggs (1984:3-4) has commented that because strategic planning looks at an organization in such a systematic way, it may well be that conservative organizations such as libraries can benefit greatly from this kind of planning. Naisbitt (1982:299), Riggs (1984:6), and others have observed that better planning will be required of libraries as they seek to satisfy the needs of their patrons in an information age.

According to Wood (1983:15-20), libraries must consider adopting business and marketing concepts as well as those of strategic planning if they are to survive the challenge of the eighties. Most predictions about the future of colleges include conditions of decline (Cameron 1983:35). The literature clearly suggests that if organizations are to successfully deal with this crisis mentioned by Wood (1983:15-20), alternative planning systems will need to be employed.

Review of the Literature

Historically, higher education has frequently followed business planning models like higher education (Moran 1985:288). Since 1900, the challenges confronting businesses have become more numerous and complex, the environment has enlarged, and the rate of change has accelerated (Ansoff 1977:1). To cope with change, according to Ansoff (1977:1), "leading firms have invented planning systems and other firms have followed by adopting these inventions."

Each generation of new planning systems has been created in direct response to immediate and pressing problems of the business community. Ansoff (1977:2) also noted that:

1. Systems development has followed a coherent logic dictated by the growing complexity of the problems which needed solving.
2. The succeeding systems usually were not replacements, but were enlargements and enrichments of the preceding efforts.

One such "system" of planning is called strategic planning. First applied to the military, the word "strategy" (taken from the Greek strategos) literally meant "the art of the general" (Elia 1981:10). The meaning has evolved, continued Elia (1981:10-11), so that it now refers to the forging of organizational goals, the setting of objectives in light of external and internal forces, and the formulating of action plans to achieve objectives and assure their proper implementation. In this way the basic purposes and objectives of the organization will be achieved for all major concerns of top management.

The concept of strategic planning as applied to business was developed at the Harvard Business School in the late 1950's. The hope was that the major decisions required to match organizational resources with environmental opportunities would be addressed. As noted earlier by Ansoff (1977:1), strategic planning processes, as well as other planning systems, have been developed in response to the needs of complex goal-seeking organizations.

But, strategic planning has more recently (1980) found its way into non-profit organizations (Ensign and Adler 1985:175). In Marvin Peterson's article (Jedamus 1980:142) in Improving Academic Management: A Handbook of Planning and Institutional Research, he speaks of this type of planning as a way

> to foster institutional adaptation by assuring congruence between an institution and its relevant and often changing environment, by

> developing a viable design for the future of the institution, by modifying it as needed, and by devising strategies that facilitate its accomplishment.

Kemper (1970:6) has observed that libraries have not used strategic planning:

> Disciplines other than librarianship have made greater progress in the study of administrative practice and theory, in general, and strategic planning, in particular, because, until recently, even the largest libraries were small operations. Other reasons often cited in the literature are that library operations cannot be measured as readily as business operations for libraries do not use profit as a yardstick: libraries lack the money and manpower to spend in analysis and study of themselves; and libraries have few practicing managers and faculty members within the university environment who are interested in a theoretical exploration of administration.

Riggs (1984:ix) agreed when he noted that the "practice of strategic planning in libraries is regrettably slow in being adopted." He further states that:

> Until now [1984], there have been no books devoted exclusively to strategic planning in libraries and fewer than five journal articles written on strategic planning as it pertains to library management.

Characteristics of Strategic Planning

To understand the theoretical and practical application of strategic planning to libraries, business and management literature must be consulted. Not all authors agree on the exact nature of this type of planning. Earlier writers such as Anthony (1965:24) and Kemper (1970:34) asserted that strategic planning "is a process having to do with the formulation of long-range plans." More recently (1979) writers on this subject have disagreed. Tregoe and Zimmerman (1979:10-14), for example, contended that "long-range planning impedes strategic planning." These authors listed six reasons for their assertions:

1. Long-range planning invariably predicts the organization's future by extrapolating from the present.

2. Theoreticians who urge the establishment of long-range objectives as a starting point for long-range planning fail to recognize this fact. Most managers do not set objectives that define their future because they lack a process to assist them.
3. Since long-range planning consists of a series of projections about the future, the future picture of the organization can only be a composite of these projections.
4. Long-range plans invariably tend to be overly optimistic.
5. Long-range planning usually begins with assumptions about the environment--the economy, technological change, sociopolitical events, and so on--and the organization's strengths and weaknesses.
6. Long-range plans tend to be inflexible (even though they are usually presented in three-ring binders as evidence of their "flexibility").

Other contemporary authors--e.g., Nash (1983:20), Radford (1980:6), and Whittaker (1978:4)--tended to support this short-range characteristic of strategic planning. Peterson (Jedamus 1980:141) further describes strategic planning as being characterized by four broad elements:

1. Environmental assessment or scanning (to identify trends or potential changes in the environment and their implications for the institution).
2. Institutional assessment (to clarify strengths, weaknesses, problems, and capabilities of the institution).
3. Values assessment (to consider values, aspirations, and ideals of various constituencies and responsibilities of the institution to them and the larger public).

4. Master plan creation (to devise a strategic pattern, design, or direction for the institution on the basis of the first three elements).

While there continues to be disagreement regarding the characteristics of strategic planning, many writers agree on the following major elements as outlined by Baldridge and Okimi (1982:17). Strategic planning is concerned with:

1. an organization's destiny and market,
2. top level officers doing the planning,
3. medium- to short-range time frame,
4. environmental issues both internal and external,
5. the process of planning as an open system,
6. both quantitative and qualitative data, and
7. the process being more important than the plan.

Baldridge and Okimi (1982:16) have pointed out that "the central focus of strategic planning is developing a good fit between the organization's activities and the demands of the surrounding environments."

Methodology

This research effort was a direct response to the "crisis" facing libraries and the anticipated problems that would confront the Harold B. Lee Library at Brigham Young University. From the data collected in the study a viable strategic plan was devised. Furthermore, a model of strategic planning that could be adopted by Utah College Library Council (UCLC) member libraries was developed. The process used in the development of the strategic plan followed established strategic planning concepts. Identification of mission, environmental analysis, presentation of program analysis, assessment of

strengths and weaknesses, assignment of strategies, and implementation procedures were strategic planning activities that provided data for the development of a "plan" for the Information Services Division (public services) of the Lee Library. Tested planning techniques were utilized in the process of planning. Mechanisms for frequent staff interaction and guidance were provided in problem-solving techniques. The organization's mission and its patrons were of prime concern during the planning stages. The "process" of planning, rather than undue emphasis on the "plan" itself, was kept in clear perspective. The plan's time frame related to a short-to-medium range orientation. The cooperative efforts of the planning team, library administrators, and UCLC member libraries resulted in a strategic plan for the Information Services Division and a model of strategic planning for public service units of academic libraries.

The overall method used in this study involved: (1) a literature search of studies concerned with strategic planning in higher education, especially those dealing with libraries; (2) an assessment of the planning needs of the Information Services Division; (3) the construction and validation of data collection instruments; (4) the distribution of the survey instruments; (5) the recording and treatment of the data gathered from the surveys and the results of the workshop activities; (6) the summarizing of the findings; (7) the development of a strategic plan and model; and (8) the evaluation of the planning process.

Development of a Strategic Plan

Data were collected from UCLC member library directors to determine interest in the potential usefulness of strategic planning as models for their libraries.

The results from this needs assessment instrument (Figure 1) show that, overall, 92 percent of the UCLC library administrators "strongly agree" or "agree" that planning is generally a useful activity for libraries. The first statement that "group planning is a vital part of good library operation" scored almost 100 percent.

Responses from the UCLC administrators to the "planning knowledge" group of statements were more mixed. Three statements from the survey in this group scored at about the same level: "Most library managers did not learn strategic planning skills in graduate school, therefore, needed additional help in this area," "even when planning has occurred in the library, decisions are made which do not utilize the plan," and "daily decisions are made in the library without benefit of library planning." Their responses to these four questions demonstrated little understanding of strategic techniques of terminology.

As shown in Figure 2, most UCLC administrators (87.69 percent) responded "strongly agree" or "agree" to the "benefits of strategic planning."

Pre-assessment Instrument

To develop a strategic plan for the Information Services Division, strategic planning as a concept was researched. A pre-assessment document was prepared from this research and administered to the eleven members of the planning group. The respondents were asked to identify statements that were characteristic of strategic planning (SP) with other choices on each set of statements, including conventional planning (CP), neither (N), both (B) and don't know (DK). The number of incorrect responses were tabulated, with 40 percent or more incorrectly answered considered a valid reason for teaching the concept during subsequent planning activities. "Who plans" and "decision" were the two areas needing greatest attention during subsequent planning sessions. Using this same instrument, the planning group's knowledge of

strategic planning concepts was tested at the conclusion of the planning activities, with no one scoring below 80 percent on any item.

Mission Statement

The mission statement was developed through several revisions. First attempts by the planning group to identify potential mission statements resulted in the following eight clusters of statements:

Group 1	Document delivery Faculty book delivery Quick access Referral services Cooperative networking
Group 2	Career opportunities Professional contributions Continuing education
Group 3	Effective use of resources Acquisition and selection of materials Cataloging of information Technology advances
Group 4	Provide scholarly study environment Accessibility to information Provided information
Group 5	Administrative structure and responsibility Accountability
Group 6	Provide training in library use
Group 7	Maintenance of collection Collection security
Group 8	Counseling Communication and public relations skills Build rapport Interpreting information

These statements were grouped into eight analogous categories in the first brainstorming session. Groups 1 and 4 were rated highest with 2.8 and 2.0 respectively. The final mission statement was the result of several earlier revisions by the planning group and reads as follows:

The mission of the Information Services Division of the Lee Library is twofold: (1) to provide knowledgeable, efficient reference and information service to all patrons and (2) to provide appropriate formal and informal library use instruction to help patrons become self-sufficient in their use of the library.

Environmental Analysis

Results of the environmental analysis activity produced a variety of elements that, in the opinion of the planning group, did or could influence libraries. Data were produced by each participant listing as many "environmental" factors as possible under the following six categories: users, service demand, technology, competition, economics, and politics. These data were collected under individual categories. A summary of these data shows the following:

1. Twenty distinct user groups were identified. The main groups were university students, university faculty and staff, townspeople (especially genealogists), and Latter-day Saint (LDS) Church Authorities. Each of these groups requires unique responses from the library, i.e., students need to be taught library skills as well as supplied with information, while university faculty and LDS Church Authorities need only to be provided with the information they seek.
2. Forty "service demands" were identified; however, one main theme emerged: the demand for information and reference service. Two subsets of this broad category were "rapid or quick access to information" and "reliable assistance."
3. Issues related to technology and the library were raised. Three received repeated emphasis:
   a. the effects of technology on library operations, staff and patrons;
   b. the funding of the new technology; and
   c. using the new technology to improve access to information.

4. The competition to the library from the providers of information--e.g., other libraries, private individuals, and information brokers--generated sixteen responses.
5. The analysis of economics elicited concerns about the library's ability to compete with other areas of the university for sufficient funds to (a) make effective use of technology and (b) provide personnel required.
6. The political factors that would affect the ability of the library to accomplish its plan included:
   a. A lack of understanding (by division personnel) of the informal and formal political structure of the library.
   b. Support and cooperation of university faculty and departments to further library programs.
   c. The perceived power of the Technical Services Division to control decisions related to the use of technology for public services.

Present Programs

Another important activity in strategic planning is "program analysis." The planning group identified existing library programs in their areas. Of highest value and most often mentioned by the planners was "instruction orientation and reference." Another item valued highly was "faculty consultation."

WOTS-UP Analysis

George Steiner's WOTS-UP Analysis was identified as the next planning activity. The initials in the acronym stand for:

W = Weaknesses
O = Opportunities
T = Threats
S = Strengths
U = Underlying
P = Planning

Although the planning group listed thirty-nine items through this activity, all had already been mentioned in the earlier steps of this planning process.

The Plan

Using the results of an earlier mission statement, the environmental analysis, a look at current programs and a revised mission statement, each participant was asked to produce one or more strategic plans for a program area of responsibility. A standardized worksheet was followed and this form was completed for at least one objective in each planner's program area.

Each planning member related a specific objective in the program area to a concept in the finalized mission statement. Documents containing examples of goals and objectives were utilized from Brown (1985) and Lee (1979) as models for starting this activity. The final step in the process was to have each participant develop "strategies" for accomplishing the "objectives."

Evaluation of the Process

To evaluate the planning process, a "Strategic Planning Evaluation Form" was used (See Appendix A). The planning group was asked to respond to fourteen statements regarding their judgment of the planning process they had just been involved in. All eleven members of the group rated each statement as I strongly agree, I agree, I am undecided, I disagree, and I strongly disagree. It was hypothesized that questions one through nine and eleven and twelve would score high in the strongly agree and agree categories and that statements four

and eight would score significantly lower than the other statements in that grouping. These data are presented in Figure 3.

Respondents should have rated statements ten, thirteen and fourteen disagree and strongly disagree categories because a negative response would have indicated their understanding of strategic planning concepts. Figure 3 shows all three statements above 70 percent. The planners understood that strategic planning was external, an art form, and that the process of planning was more important than the plan.

Conclusions

Strategic planning is not without its problems, but used in the appropriate setting and when its processes are modified to fit the circumstances of a non-profit organization like a library, it can become an effective tool for library managers. What then can be concluded about the application of strategic planning in the library environment?

First, that while libraries have planned in the past, the emphasis was on the "plan" and not the "process." Since these plans often ignored the real world, little or no use was made of them, and they just gathered dust. Planning succeeds best when the process of planning emphasizes improving skills of the participants and involves them in the decision making process.

Second, non-profit organizations can benefit greatly by using strategic planning techniques. The economic uncertainty of our times seems to argue in favor of this kind of planning which emphasizes environmental scanning factors as well as assessing strengths, weaknesses, problems, and capabilities of the institution. While more traditional planning techniques may have been somewhat effective in the past, they seem to be a poor match for the present and future.

Finally, strategic planning only works when there is strong top management support. Planning needs to be viewed as an integral part of library activities, not just something that gets done when there is time or when the next level of administration requires it for a pending report. Success in strategic planning, or in any planning, will only be accomplished when top management sees it as a vital ongoing activity of the library and as a viable way to deal with troubled times.

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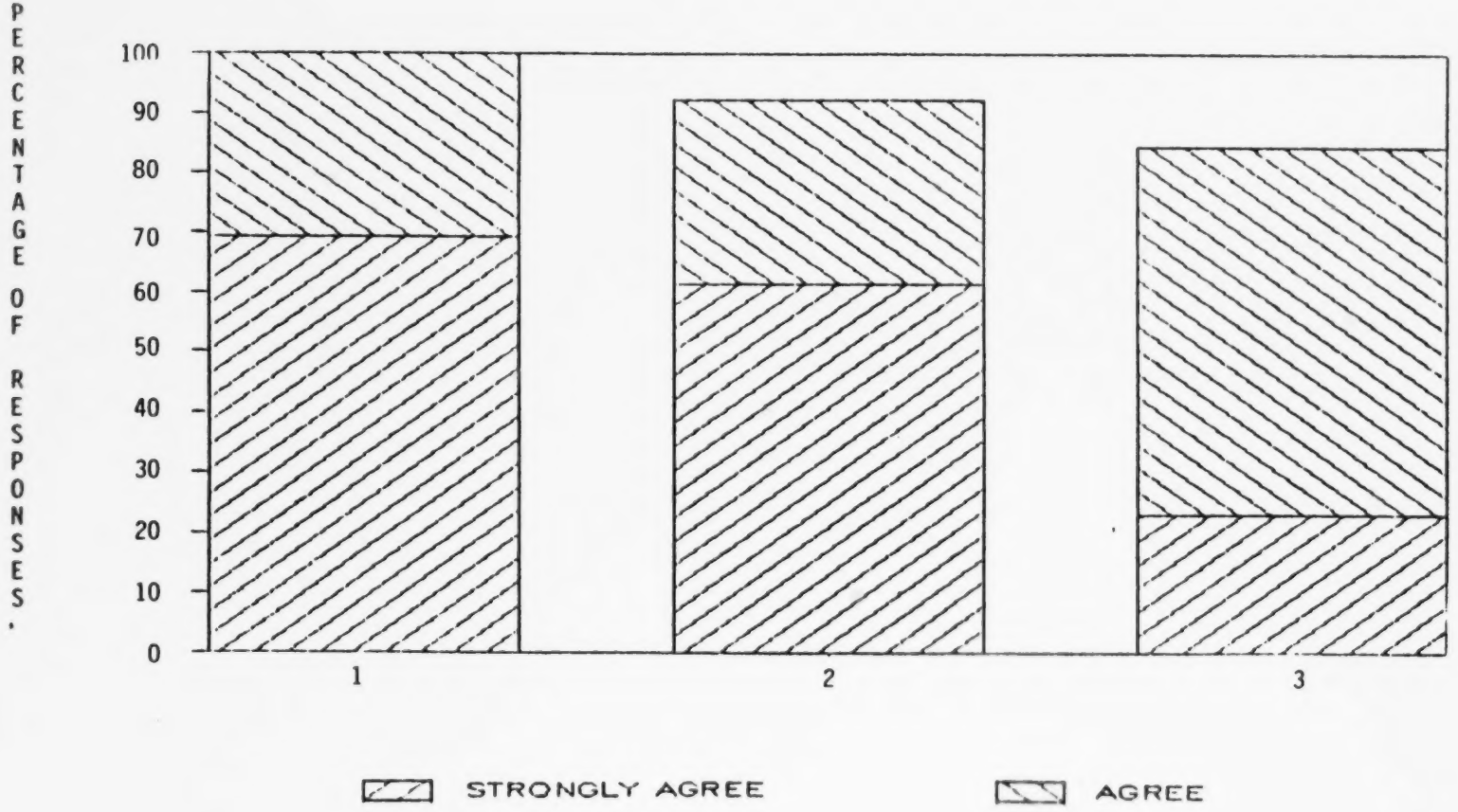

Figure 1

Usefulness of Planning (N = 11)

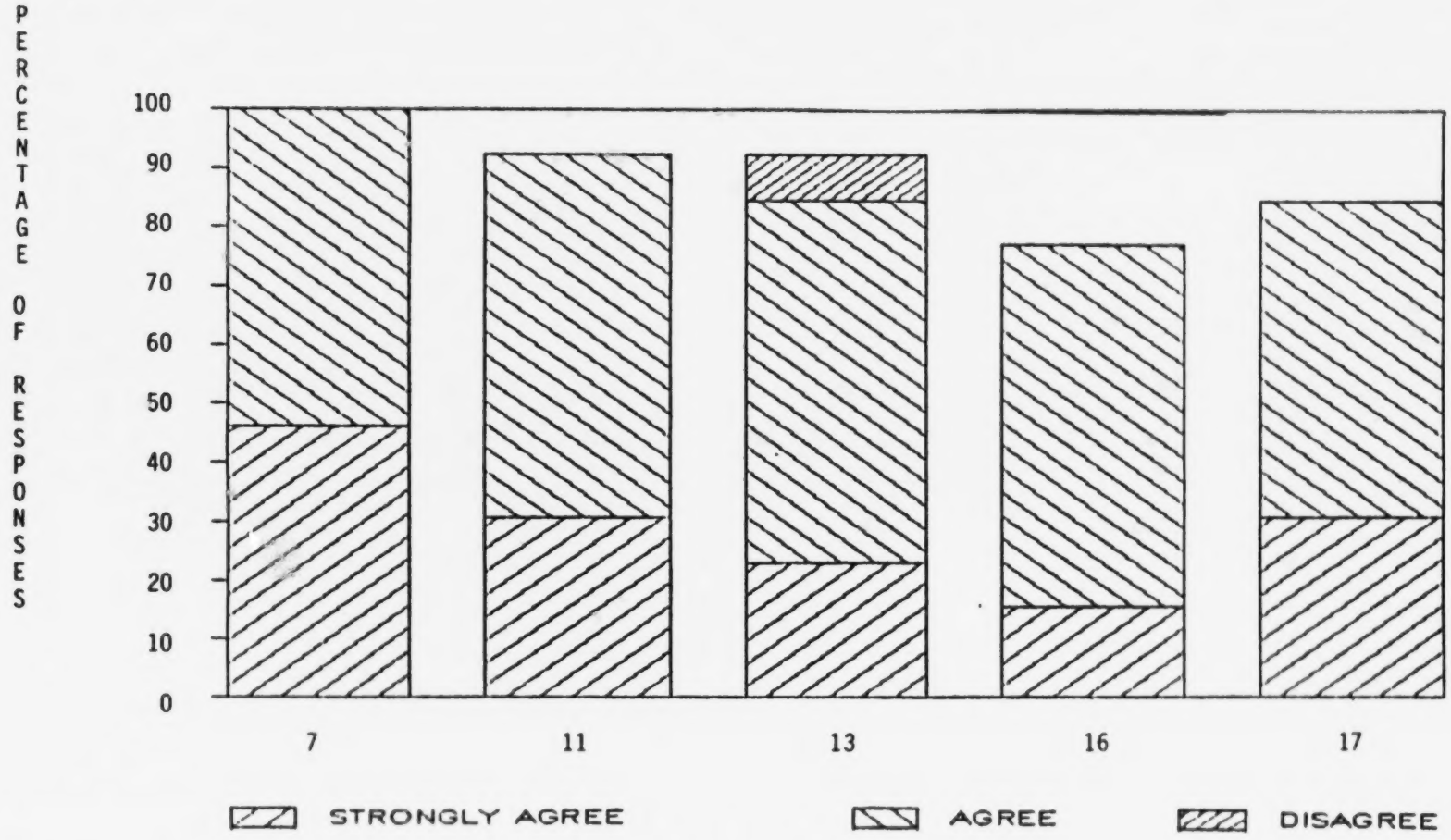

Figure 2

Benefits of Strategic Planning

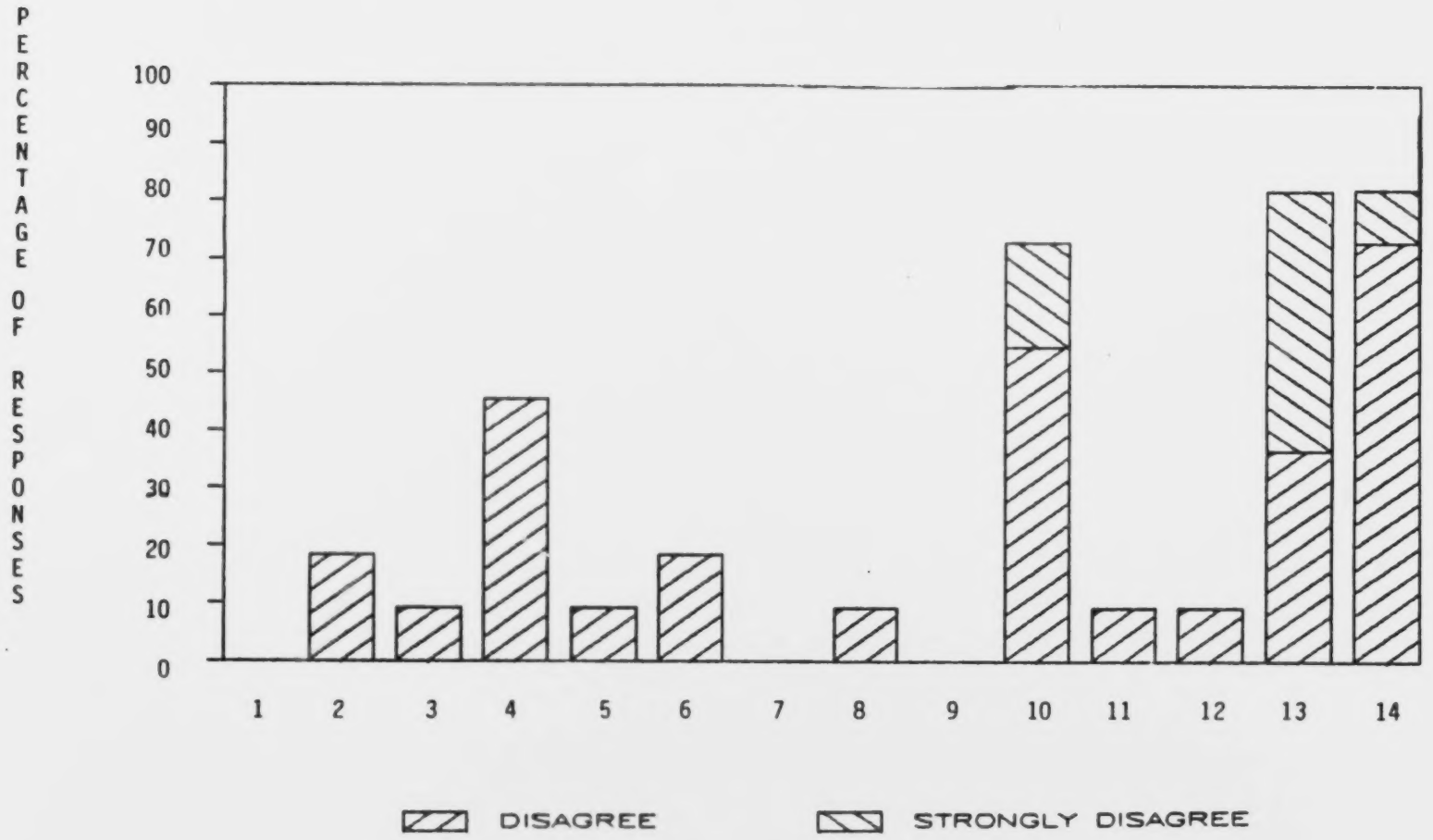

Figure 3

Strategic Planning Process Evaluation

Appendix A

Strategic Planning Process
Evaluation Form

The following statements represent your best judgment. Kindly check your position on the scale as the statement first impresses you. Indicate what you believe rather than what you think you should believe.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

	SA	A	U	D	SD
1. Mechanisms were provided for frequent staff interactions.	8 72.72%	3 27.28%	0 0%	0 0%	0 0%
2. Guidance was provided in problem-solving techniques.	2 18.18%	7 63.64%	0 0%	2 18.18%	0 0%
3. Organization's destiny and market were of prime concern during the planning activities.	4 36.36%	6 54.54%	0 0%	1 9.10%	0 0%
4. Normal operating procedures were relaxed.	1 9.09%	4 36.36%	1 9.09%	5 45.46%	0 0%
5. Appropriate top-level officers in the library were involved in the planning.	3 27.28%	6 54.54%	1 9.09%	1 9.09%	0 0%
6. Appropriate inhouse training was provided for group interaction.	2 18.18%	7 63.64%	0 0%	2 18.18%	0 0%
7. Communication was encouraged between staff and management.	4 36.36%	6 54.54%	1 9.09%	0 0%	0 0%
8. Adequate support was provided for the decisions reached.	1 9.09%	5 45.45%	4 36.37%	1 9.09%	0 0%
9. Planning activities revolved around a medium- to short-range time frame.	4 36.36%	7 63.64%	0 0%	0 0%	0 0%
10. Emphasis of the planning was internal and organizational rather than external and environmental.	1 9.10%	2 18.18%	0 0%	6 54.54%	2 18.18%
11. Planning process was typified more by an open system than a closed system.	2 18.18%	8 72.72%	0 0%	1 9.10%	0 0%

	SA	A	U	D	SD
12.	2 18.18%	7 63.64%	1 9.09%	1 9.09%	0 0%
13.	0 0%	0 0%	2 18.18%	4 36.36%	5 45.46%
14.	0 0%	0 0%	2 18.18%	8 72.72%	1 9.10%

STATUS OF THE LIBRARY COMMITTEE IN ACADEMIC INSTITUTIONS OF THE MOUNTAIN PLAINS LIBRARY ASSOCIATION

by

Henry R. Stewart, Director of Libraries,
William Allen White Library
Emporia State University
Emporia, KS 66801 (316-343 1200 ex. 5208)

and

Ronald P. Haselhuhn, Associate Professor,
School of Library and Information Management,
Emporia State University
Emporia, KS 66801 (316-343 1200 ex. 5203)

Abstract

This study reports the status of the library committee in academic institutions in the Mountain Plains Library Association member states as well as including Idaho and New Mexico. As defined for this research, "a committee that is advisory to the library director and is primarily composed of persons external to the library." Information is provided that allows the construction of a profile of the committee by academic level of the institution, two, four, five and seven year. The authors conclude that the library committee is primarily advisory to the director and exercises little if any power. The findings indicate that a majority of the institutions are generally in compliance with American Library Association guidelines and standards.

STATUS OF THE LIBRARY COMMITTEE IN ACADEMIC INSTITUTIONS OF THE MOUNTAIN PLAINS LIBRARY ASSOCIATION

by

Henry R. Stewart, Director of Libraries,
Emporia State University

and

Ronald P. Haselhuhn, Associate Professor,
School of Library and Information Management,
Emporia State University

The library committee in academic institutions, the subject of this report, is defined by the authors as "a committee that is advisory to the library director and is primarily composed of persons external to the library." This type of committee has a noble history and may be traced to the 1758 statutes of the University of Jena wherein it specified that "the librarian had to seek the advise and consent of the academic senate in all library matters."(1)

Wilson and Tauber noted that a faculty committee on the library was common and that normally it is intended to serve in an advisory capacity.(2) Rogers and Weber state "Perhaps the most common mechanism, however, is the Library Committee of the Academic Council or Senate or one appointed by the president or provost... Such committees should be advisory rather than controlling..."(3) Lyle agrees that the committee should be advisory and states that size and term of service for members vary. He also says that the librarian "is a member and most frequently serves as chairman or secretary."(4)

Standards for academic libraries were also examined to determine their position on library committees.

Standard II.C. of "Guidelines for Two-Year Learning Resources Programs (Revised)" is

> "As a rule, there should be a faculty advisory committee..." (5)

Standard 7.3 of "Standards for College Libraries, 1986" states

> "There shall be a standing advisory committee comprised of students and members of the teaching faculty which shall serve as a channel of formal communication between the library and its user community" (6)

Standard E.1, commentary in "Standards for University Libraries" notes

> "The long recognized need in institutions of higher education to invlove faculty in library matters has led to the institutionalization of the advisory library committee." (7)

The faculty committee on the library is clearly a well recognized form in the governance and administration of libraries and worthy of investigation.

This report includes all states within the MPLA region. While reviewing a map of the region the authors decided to include Idaho and New Mexico for geographic reasons although neither are members of MPLA. A discussion ensued as to the inclusion of Texas and Oklahoma again for geographic reasons in the study. These two states were not included, however, due to financial considerations.

After examining the literature on the topic of library committees(8) and the standards, the authors redesigned and expanded Stewart's(9) original questionnaire and prepared it for distribution.

The authors had no major testable hypotheses upon which they were working, although each major question category might be interpreted as an hypothesis. For example, the first question is "Do you have a library committee?" The authors anticipated that at least 75% of the respondents would answer in the affirmative. As the reader will see in the statistical analysis this belief was both accurate and inaccurate depending upon the type of institution. Another assumption was that the larger the institution the more likely it would be to have such a committee. This belief was generally accurate.

Through this survey the authors were attempting to develop statistical information that would allow the creation of a profile of the state of the library committee in the MPLA states.

A total of 290 institutions were identified in the twelve state area primarily through the use of the American Library Directory 1985 edition.

An initial mailing resulted in an approximate return rate of 40%. A followup mailing was distributed after it was discovered that some persons had not received the stamped, self-addressed return envelopes or had not received the mailing at all. A grand total of 215 responses were received for an overall response rate of 74.1%. There were 18 responses that were unusable for a variety of reasons giving then an analyzed response rate of 67.9%. The unusable responses are specified later in this report.

This response rate was very pleasing to the authors. The percentage breakdown by state is as follows:

Arizona	66.6%	New Mexico	69.6%
Colorado	62.5%	Nevada	70.0%
Idaho	81.8%	North Dakota	94.4%
Kansas	76.4%	South Dakota	75.0%
Montana	87.5%	Utah	69.3%
Nebraska	78.7%	Wyoming	87.5%

Both the overall response rate and the rates of several of the states would be higher if the sources for the original list of institutions had been more accurate. For example, there were some responses representing multiple campuses. These were counted as single responses because in some instances the represented campuses could not be identified.

Following is a tabular presentation of the results of the survey with commentary. The following definitions should be noted:

2 year institutions	Offer programs of study lasting 2 years or less.
4 year institutions	Offer programs of study at the undergraduate level with no graduate program.
5 year institutions	Offer programs of study up to and including 6th year specialist degrees.
7 year institutions	Offer programs of study through the doctoral and post-doctoral level.

In the original questionnaire a 6 year institution was also listed with the definition of "offers up to and including a 6th year specialist degree." The categories for 5 year and 6 year were combined in the final definition and in the study due to the small number of 6th year institutions responding.

All tables utilize headcount rather than FTE because the headcount represents all of the persons who may have to be served by the library. Furthermore, several respondents did not provide FTE information and the authors did not believe an arbitrary decision regarding a conversion formula would provide the best data for comparison.

Presentation of Findings

This section will display the summarization of the information from the returned questionnaires. The tables will utilize numbers and alphas so that they will correspond as closely as possible with the numbering of the questions on the questionnaire which appears as an appendix.

Table 1-A summarizes the information from question one, "Do you have a library committee," by academic level of institutions. This table also gives a total of institutional data, with two year institutions and excluding two year institutions. Two year institutions would appear to be the least in compliance with appropriate standards, with only 56% of the responses indicating that they have a library committee. The 4, 5, and 7 year institutions all were between 80 to 86% in indicating the presence of library committees.

Table 1-A
Does Your Institution Have a Library Committee

Totals All Institutions And Totals Without 2 Year Institutions:

	2 yr	4 yr	5 yr	7 yr	All	W/O 2 Yr
Yes	50 (.561)	38 (.808)	30 (.857)	22 (.846)	140 (.710)	90 (.833)
No	39 (.438)	9 (.191)	5 (.142)	4 (.153)	57 (.289)	18 (.166)
Total	89	47	35	26	197	108

Table 1-B summarizes the information in question one by public - private classification of institutions. This table would indicate that when the two year institutions are excluded from the totals, public institutions are slightly more in compliance with appropriate standards than the private institutions.

Table 1-B
Does Your Institution Have a Library Committee

	Totals: Private Institutions			**Public Institutions**	
	All	W/O 2 yr	All	W/O 2 yr
Yes	47 (.758)	42 (.807)	91 (.674)	46 (.821)
No	15 (.241)	10 (.192)	44 (.325)	10 (.178)
Total	62	52	135	56

Breakdown of data by type of institution.

One library did not fit any of the type of institutions breakdown. This library serves a junior/community college, a four year college and a PhD

granting branch of a seven year institution. All three are separate institutions but all three are served by this one library. This library does have a Library Council which represents the three institutions.

Two Year Institutions. 92 total responses, 89 usable.

One institution answered that the college was in the process of closing and one indicated they did not have a library. Several junior/community colleges maintain two or more attendance centers and in several instances questionnaires were mailed to these attendance centers due to the source used to identify names and addresses of institutions. The 92 responses represent more than 92 surveyed institutions and would indicate a higher rate of return for several states if the investigators could be positive of the total number of institutions represented by the responses.

The 89 usable responses represented a range in student headcount from 132 to 21,400. Of the respondents, 79 represented public institutions and 10 private.

Table 1-C

Two Year Institutions: Responses by Size and Affiliation of Institution

	To 499	500 1,499	1,500 4,999	5,000 9,999	10,000 21.500	Total	Pub.	Pri.
Yes	15	13	15	2	5	50	45	5
No	10	14	8	4	3	39	34	5
Total	25	27	23	6	8	89	79	10

Four Year Institutions. 56 total responses, 47 usable.

The information on the non-usable responses was as follows. One institution no longer has a library. One institution was absorbed by a seven year university. One institution was closing, and one had already closed and been converted to a prison. Three institutions responded that, by the authors definition of a library committee, library matters were handled by another campus committee. One was a federal institution and did not truly fit the definition of either a private or public college. One responded on the cover letter with a NO, which could either mean no library committee, or no to answering the questionnaire.

The 47 usable responses represented a range in student headcount from 75 to 3,700. Of the 47 responses, 39 represented private institutions and 8 public. Of the 32 institutions below 1,000 in headcount, 30 were private institutions. Three of 15 institutions over 1,000 headcount did not have a library committee, while 6 of 32 below 1,000 did not.

No information on size of institution will be provided in Table 1-D (next page) as this could allow possible identification of individual institutions.

Table 1-D

Four Year Institutions: Responses by Type of Institution

	Private Institutions	Public Institutions	Total
Yes	31 (.794)	7 (.875)	38 (.808)
No	8 (.205)	1 (.125)	9 (.191)
Total	39	8	47

Five Year Institutions. 38 total responses, 35 usable.

Two of the responses considered non-usable were from institutions which offered only masters or post-graduate study. One institution responded that they no longer had a library director but not that they no longer had a library.

The 37 usable responses represented a range in student headcount from 133 to 13,821. The smaller institutions were usually colleges associated with a religious denomination. Twenty-two institutions were below 3,000 in student headcount with 13 above 3,000. Eleven were private institutions and 10 of these were below 2,000 in headcount. Only 2 of 13 institutions over 3,000 did not have a library committee, while 3 of 20 below 3,000 did not.

No information on size of institution will be provided in Table 1-E as this could allow possible identification of individual institutions.

Table 1-E

Five Year Institutions: Responses by Type of Institution

	Private Institutions	Public Institutions	Total
Yes	9 (.818)	21 (.875)	30 (.857)
No	2 (.181)	3 (.125)	5 (.142)
Total	11	24	35

Seven Year Institutions. 28 total responses, 26 usable.

One institution did not answer the questionnaire but returned it with a notice that requests for information could no longer be honored due to staff cuts. One response was from a branch of a seven year institution and was tallied under the main institution.

The 26 usable responses represented a range in student headcount from 1,344 to 42,100. The smaller institutions were either separate medical education

centers or represented specialized institutions, i.e. schools of mines, etc. Nine institutions were below 10,000 in headcount. All institutions over 10,000 have a library committee. Since only 2 of the institutions were private, no breakdown by type will be provided.

Table 1-F

Seven Year Institutions

Yes	22 (.846)
No	4 (.153)
Total	26

The second part of question one asked for the full title of the committee. Not all questionnaires had responses to this part of the question so the totals in Table 1-G may not agree with the usable totals from Tables 1-A and 1-B.

Table 1-G

Names of Committees

(Only those names which were given at least two times will be displayed, the rest will be listed as other).

Total	Committee Name
	2 Year Institution
15	Library Committee (in two cases this was headed by name of the library or the institution)
10	Library Advisory Committee (same comment as Library Committee)
4	Learning Resource Committee
2	Library Services Committee
8	Others (Terms used were IMC or LRC, media, library/media, instructional, academic administrators, and faculty.)
	4 Year Institutions
19	Library Committee (in two cases this was headed by name of the library or institution)
4	Faculty Library Committee
2	Library Advisory Committee
2	Learning Resources Center Committee
8	Others (Terms used were much the same as in 2 year titles plus subcommittee, institutional and board.)
	5 Year Institutions
12	Library Committee (in two cases this was headed by name of the library or institution)
4	Faculty Senate Library Committee
10	Others (Included such terms as educational, senate, university, affairs, and many of the 4 year terms.)

Table 1-G (Continued)

Names of Committees

(Only those names which were given at least two times will be displayed, the rest will be listed as other).

Total	Committee Name **7 Year Institutions**
3	Library Committee
2	University Library Committee
2	Faculty Senate Library Committee
13	Others (Only one institution did not use the term "library" in the title of the committee but used the term "learning resource.")

The third part of question one asked "Who is the library representative on/to the committee? the library director and/or other by title." The totals will not agree with the institutional totals, as not all respondents answered this part of the question. Table 1-H will show that in most responses the library director is a member of the committee.

Table 1-H

Library Director and/or Other Staff Membership on the Committee

	2 yr	4 yr	5 yr	7 yr	Total
Yes	44	38	24	19	125
No	4	1	5	3	13
Other Staff	10 See the following	7	13	12	42

Other Staff

Two year	Included 7 who named specific staff members by positions. 3 which indicated staff.
Four year	4 indicated all professional staff are on the committee. 5 named specific staff members. One indicated a staff member by rotation. One indicated that the director was not an automatic member, but elected by staff.
Five year	5 named specific staff members. 3 indicated another librarian. 3 were named positions. One was elected. One no indication.
Seven year	6 named specific staff members. One indicated representation by both library faculty and classified staff. One indicated several staff. 3 elected by library staff. One indicated several staff.

Question two covered the composition of the library committee in terms of numbers of faculty and students (if on the committee) and who they represented: departments, schools or at large. Several respondents added divisions to the representation possibilities, so this is included in the tables.

Table 2-A will display the range of number of faculty represented on the library committee.

Table 2-A

Range: Faculty Representation

	2 yr	4 yr	5 yr	7 yr
Range	2 - 16	1 - 8	1 - 20	5 - 20

Table 2-B will display the representation by types and number of faculty represented on the committee by frequency count.

Table 2-B

Frequency Count of Faculty Representatives by Type on the Library Committee

Two Year Institutions

Represent	Total	Number of Faculty Representatives
At Large	18	2 2 3 3 4 4 4 4 4 5 5 5 7 8 11 16 and 7-10
Departments	19	2 2 3 3 3 3 4 4 4 5 5 5 6 6 6 7 8 9 12
Divisions	3	5 5 and 5-8
Schools	2	4 7
Departments & At Large	1	4
Departments & Schools	1	6

Four Year Institutions

Represent	Total	Number of Faculty Representatives
At Large	18	1 2 2 2 2 2 3 3 3 3 3 3 4 5 5 6 6 8
Departments	8	4 5 5 6 6 6 7 7
Divisions	6	3 4 5 6 6 7
Schools	1	6
Departments & At Large	1	7
Departments & Schools	1	20

Table 2-B (Continued)

Frequency Count of Faculty Representatives by Type on the Library Committe

Five Year Institutions

Represent	Total	Number of Faculty Representatives
At Large	8	1 3 4 5 5 5 5 6
Departments	6	2 4 4 5 8 8
Divisions	1	5
Schools	4	4 7 8 9
Schools & At Large	3	5 9 10
Schools & 1 Libn.	1	5

Seven Year Institutions

At Large	6	5 6 6 7 9 11
Departments	2	15 20
Disciplines	1	
Schools	8	5 6 9 9 10 10 11 11
Dept & Sch	1	14
Schools & At Large	1	10
Schools, Departments At Large & Areas	1	17
Colleges	1	13

Table 2-C will display the range of number of student members on the library committee and if students are represented. Five and 7 year institutions have the highest ratio of students being represented on library committees, while 4 year colleges have the least student representation.

Table 2-C

Student Representation

	2 yr	4 yr	5 yr	7 yr	Total
Yes	30 (.666)	23 (.605)	24 (.857)	20 (.909)	97 (.729)
No	15 (.333)	15 (.394)	4 (.142)	2 (.095)	36 (.270)
Total	45	38	28	21	133
Range	1 - 2	1 - 2	1 - 6	1 - 6	

Table 2-D will display the representation by types and number of students represented on the library committee. As will be noted, the majority of student representatives are in the "at large" category. For 5 and 7 year institutions the "at large" representation was sometimes divided between undergraduate and graduate students.

Table 2-D

Frequency Count of Student Representatives by Type on the Library Committee

Two Year Institutions

Represent	Total	Number of Student Representatives
At Large	32	1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2, one "varies" and one at 1-2
Departments	2	1 2
Schools	1	1

Four Year Institutions

Represent	Total	Number of Student Representatives
At Large	23	1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 One answered 1 resident and 1 commuter

Five Year Institutions

Represent	Total	Number of Student Representatives
At Large	15	1 1 1 1 2 2 2 2 2 2 2 2 2 2, one answered 1 grad 1 ugrad, and one at 1 grad 3 ugrad
Schools	1	3
Schools & At Large	1	6

Seven Year Institutions

Represent	Total	Number of Student Representatives
At Large	19	1 2 2 2 2 2 2 2 3 3 3 4 5 6, Five answered 1 grad 1 ugrad, and one answered 1 grad 2 ugrad
Schools	1	2

Question 3 asked "Does the library director have any input into the composition of the committee?" This question included a checkoff for "Suggest names, Consulted and Other." The others included instances where the director makes the appointment, suggests student names or is consulted on the library staff members. Table 3 (next page) will display the responses to this question.

Table 3

Input of the Library Director into the Composition of the Committee

	2 yr	4 yr	5 yr	7 yr
Suggest Names	25	12	7	3
Consulted	5	7	2	0
Suggest Names & Consulted	1	3	4	3
No or None	5	11	5	6
Other	1	1	2	3

Question 4 covered how a faculty member, student or the library representative, other than the director, became a member of the library committee. Table 4-A will detail the results of this question. Since the majority of the representatives are appointed, the detailing of how the faculty are elected will be handled as a footnote to Table 4-A.

Table 4-A
Becoming a Member of the Library Committee

Faculty

	2 yr	4 yr	5 yr	7 yr	Total
Election	3	12	10	5	30
Appointed	43	25	21	18	107

Student

Election	2	2	3	1	8
Appointed	29	21	22	19	91

Library Representative

Election	0	1	3	4	8
Appointed	18	14	10	6	48

Faculty Elections

Two year	One by all faculty. Two by departments/divisions.
Four year	Five by all faculty. Five by academic areas. One by faculty senate. One must be a member of main committee.
Five year	Three by all faculty. Four by academic areas. One had both elected and appointed. Two no indication.
Seven year	One by schools/colleges. Three by senate. One no indication.

Table 4-A (Continued)
Becoming a Member of the Library Committee

Student Elections	
Two year	Two by student government.
Four year	One by student body. One by student government.
Five year	Two by student council. One by grad students.
Seven year	One by student senate.
Library Representative Elections	
Two year	None
Four year	One by faculty senate.
Five year	Three by professional library staff.
Seven year	Four by library faculty.

Table 4-B will delineate who elects or who appoints faculty to membership on the committee. Because of the wide variations in terms used to designate the appointing authority the data has been reduced to three main categories. Those appointed by "upper" administration, this includes presidents, academic vice-presidents or deans. The second grouping will designate division, department or subject grouping chairs or co-ordinators. The third grouping are those who are appointed by the faculty governing body, either the president, a committee on committees, or an executive committee of the senate or assembly.

Table 4-B

Appointing Authority for Faculty to the Committee

	2 yr	4 yr	5 yr	7 yr
Upper Administration	21	16	12	3
Area Administration	9	2	2	3
Faculty Governing Body	5	4	6	9
Other	8	3	1	3

Other	
Two year	Three appointed by librarian. Three by volunteering. A person may ask to be assigned. All interested faculty are on committee.
Four year	Academic dean and faculty association officers. Two gave no indication of who appoints.
Five year	One no indication of who appoints.
Seven year	By virtue of position. Director. Senate committee on committee and academic VP.

Table 4-C (next page) will use the same breakdown of terms as Table 4-B to designate the appointing authority for student members to the committee with the addition of one category, library director. The categories will

then be 1) administration, 2) division, department or subject grouping, 3) student governing body, 4) library director, 5) faculty senate, 6) no indication and 7) other. The other included volunteers and appointment by the library committee.

Table 4-C

Appointing Authority for Students to the Committee

	2 yr	4 yr	5 yr	7 yr
Upper Administration	3	6	3	0
Area Administration	1	1	0	0
Student Governing Body	19	9	17	14
Library Director	3	2	0	1
Faculty Senate	0	1	0	2
No Indication	1	3	2	1
Other	0	1	2	1

Table 4-D will use the following terms to designate the authority responsible for appointing library staff representatives to the committee. The terms are, 1) administration, 2) faculty governing body, 3) by virtue of position, 4) library director, and 5) other. The others included all staff are members, volunteers or committee chairperson.

Table 4-D

Appointing Authority for Library Representatives to the Committee

	2 yr	4 yr	5 yr	7 yr
Upper Administration	7	3	2	0
Faculty Governing Body	0	0	2	0
By Virtue of Position	1	6	0	3
Library Director	6	2	6	3
Other	4	3	0	0

Table 5 (following page) will show the results of the data from question five dealing with the status of the library director on the liibrary committee. One item of interest is that in the 7 year institutions only 7 of the 22 have full voting status. The others indicated no voting takes place, director acts as facilitator of discussion or that the committee operates informally.

Table 5

Status of Library Director on the Library Committee

	2 yr	4 yr	5 yr	7 yr	Total
Full voting member of committee	37	31	24	7	99
Ex officio member	4	14	10	17	45
Secretary	7	3	4	2	16
Not a member of the committee	0	0	1	0	1
Other	3	0	0	0	3

Directed to check as many as were applicable.

Question six, shown by Table 6, asked "Is there a written charge, or instructions as to the duties of the committee?" and if yes, to please send a copy of the written charge or instructions. The 7 year institutions have the highest percentage of written charges to the committee. (Our Thanks are due those who responded with a copy of the written charge. Due to time constraints, the authors did not complete the analysis of the written charges received.)

Table 6

Is There a Written Charge for the Library Committee

	2 yr	4 yr	5 yr	7 yr	Total
Yes	15 (.348)	22 (.611)	19 (.655)	17 (.772)	73 (.561)
No	28 (.651)	14 (.388)	10 (.344)	5 (.227)	57 (.438)
Total	43	36	29	22	130

Table 7 will display the results of question seven, "Who is the chairperson of the committee, and how is the chairperson chosen." As displayed, there is a shift from the library director being the chair in 2 year institutions, to a committee member in the 7 year institutions. In the majority of the cases where the chairperson was appointed, the appointment was the same as in Table 4-B, the appointing authority for membership on the committee.

Table 7

Chair of Library Committee

	2 yr	4 yr	5 yr	7 yr	Total
Library Director	26	22	5	0	53
Committee Member	19	12	21	19	71

Table 7 (Continued)

How Chosen

	2 yr	4 yr	5 yr	7 yr	Total
Elected by Committee	17	10	16	9	52
Appointed	16	13	8	11	40

Table 8 deals with the information from question 8, "What is the primary function of the committee?" The data displayed in Tables 8 and 9 reinforces the statements in the various standards that the committees are to be advisory in nature. The one other simply wrote in "review."

Table 8

Primary Function of the Library Committee

	2 yr	4 yr	5 yr	7 yr	Total
Advisory	42	37	27	21	108
Policy making	9	12	5	6	32
Liaison	18	14	17	7	56
Legislative	0	0	0	0	0
Other	1	0	0	0	1

Directed to check as many as were applicable.

Table 9 will summarize the comments made to question 9, "What powers does the library committee have, if any." The majority of the comments were restatements of the items in question 8.

Table 9

Powers of the Library Committee

	2 yr	4 yr	5 yr	7 yr	Total
None or no formal power	6	6	2	2	16
Advisory to director	12	6	7	5	30
Advisory to upper admin.	3	1	0	0	4
Advisory to senate	0	1	1	0	2
Make recommendations	4	4	0	1	9
Determine policy	4	3	1	1	9
Make decisions	1	0	1	0	2

Table 10 will show the results of question 10 dealing with who creates the agenda of business for the committee and how are problems or concerns added or placed on the agenda? Some of the comments under other were, director and chair determine agenda, any member of the committee, combination of the choices, academic dean or university administration, and the senate.

Table 10

Who Creates the Agenda

	2 yr	4 yr	5 yr	7 yr
Chairperson	33	31	23	19
Bring Problems to Committee's Attention				
Library Director	38	31	28	22
Committee Members	39	30	28	21
Other	5	1	3	5

Checked as many as were applicable.

Table 11 will try to display the wide variations in the answers to question 11, "How often does the committee meet?" The answers varies from weekly to infrequently, plus one who said "it hasn't met for four years." Again many respondents would check either monthly or designate a frequency and also check "At direction of the chair."

Table 11

Frequency of Meetings

	2 yr	4 yr	5 yr	7 yr
Monthly	12	13	2	9
Direction of chairperson	18	15	19	5
# times per term and other	20	15	17	8

The first part of question 12 asked about the committee's role in book selection. Table 12-A (next page) shows that the majority of the committee's either were advisory, or had no role. Others included weeding advice, approval of changes in subscription lists and help in developing the selection development policy.

Table 12-A

Role of the Committee in Book Selection

	2 yr	4 yr	5 yr	7 yr	Total
None	15	10	11	16	52
Advisory	22	11	6	2	41
Establishment of general policies	10	8	7	2	27
Very minor role	2	7	4	0	13
Consulted occasionally	2	0	4	1	7
Other	3	0	1	2	6

Checked as many as were applicable.

The second part of question 12 inquired about the library having a written materials selection policy and the date of the policy. Fifty-seven respondents gave the date of their selection policy statement. Of these, 10 were pre-1980, 33 were 1980 or later, 2 were under revision, and 9 were in the process of developing a selection policy statement. Two responded that the statements were either under constant revision or up-dated annually while one responded that the date varies per statement.

Table 12-B

Written Materials Selection Policy

	2 yr	4 yr	5 yr	7 yr	Total
Yes	28 (.651)	20 (.571)	22 (.733)	13 (.812)	82 (.666)
No	15 (.348)	15 (.428)	8 (.266)	3 (.187)	41 (.333)
Total	43	35	30	16	123

Question 13 asked if the library utilized a formula allocation of the materials budget and the date of the formula allocation policy. Five dates were pre-1980, 11 were 1980 or later, five responded revised or adjusted annually, and one did not know the date of the formula allocation policy.

Table 13

Formula Allocation

	2 yr	4 yr	5 yr	7 yr	Total
Yes	3 (.069)	14 (.411)	14 (.518)	4 (.190)	35 (.28)
No	40 (.930)	20 (.588)	13 (.481)	17 (.809)	90 (.72)
Total	43	34	27	21	125

Table 14 will display the answers to question 14 "What is the committee's role in the allocation of the book budget?" In the majority of responses the role is either none or advisory. Some of the comments under other dealt with adjustments or approval to the formula, or allocation of the serials budget. One stated the committee must approve expenses over $200.00.

Table 14

Role of the Committee in the Allocation of the Book Budget

	2 yr	4 yr	5 yr	7 yr	Total
None	26	11	9	17	63
Advisory	16	19	9	2	46
Review	8	7	7	0	22
Approval	2	5	3	3	13
Establishment of final allocation	0	4	3	1	8
Other	1	1	5	0	7

Checked as many as were applicable.

Table 15 will display the answers to question 15 "What is the role of the committee in the general library operating budget?" The responses indicate that the committee either has no role or only an advisory role. The other comments to this question only strengthened the committee's advisory role.

Table 15

Role of the Committee in the General Library Operating Budget

	2 yr	4 yr	5 yr	7 yr	Total
None	27	15	16	13	71
Advisory	20	20	12	6	58
Review	4	5	4	4	17
Approval	0	1	0	1	2
Other	2	1	2	1	6

Checked as many as were applicable.

Question 16 was "What role does the committee take in the establishment of policies regarding the library's operations?" Table 16 (next page) displays the data which again shows mainly an advisory role. Two the other comments stated approval and one said acts on director's requests.

Table 16

Role in the Establishment of the Library's Operational Policies

	2 yr	4 yr	5 yr	7 yr	Total
None	7	0	1	0	8
Advisory	37	35	29	19	120
Review	11	6	6	5	28
Approval	6	10	2	3	21
Other	0	2	0	1	3

Checked as many as were applicable.

Table 17 provides the data from the question "What role does the committee take in respect to liaison among the library, faculty, students and administration?" The responses would indicate an advisory role. The others mentioned active communication of needs and support, help in conducting a needs assessment, responsible for dissemination back to divisions, interpreters of library to academic community and up to individual initiative.

Table 17

Liaison Role of Library Committee

	2yr	4yr	5yr	7yr	Total
None	3	3	1	3	10
Advisory	39	32	23	17	111
Review	8	4	4	1	17
Approval	1	0	0	2	3
Other	3	4	3	1	11

Checked as many as were applicable.

Table 18 displays the data from the question "What is the committee's role in the selection of new key library staff members? The majority of the committees have no role, while a few are part of a selection commttee or are advisory in nature.

Table 18

Committee's Role in the Selection of New Key Library Staff Members

	2yr	4yr	5yr	7yr	Total
None	29	19	14	15	77
Advisory	8	9	3	1	21
Substantial role	0	4	0	0	4
Part of a selection committee	10	6	8	3	27
Involved only with the selection of new library director	1	3	4	3	11

Checked as many as were applicable.

Table 19 summarizes the last question "If the committee did not meet for a year, would anybody notice?" This question resulted in some very interesting answers which ranged from an emphatic YES! to an equally emphatic NO! One answered "They must not, it hasn"t met for four years." A more positive answer was "Yes, the library needs this input in the evaluation processes that are continual in higher ed. ...Student input is valuable."

The statements were grouped into positive and yes, and negative and no. One noticable characteristic of the data is the shift to a more positive attitude towards a library committee from the 2 year to the 7 year institutions. This matches the data on the presence of a library committee in the various institutions with the 7 year institutions having a higher percentage of library committees and a more positive attitude towards those committees.

Table 19

Would Anybody Notice

	2 yr	4 yr	5 yr	7 yr	Total
Positive	10	2	8	3	23
Yes	10	19	11	11	51
Negative	13	14	8	7	42
No	8	3	3	1	15
Total Positive and Yes	20	21	19	14	74
Total Negative and No	21	17	11	8	57

Concluding Remarks

Library committees are intended to be advisory in nature according to the literature and existing standards. The range in size of the faculty library committees (most exceeding 6) indicates that the committees are not intended to be problem solving as most management research shows that five is the ideal size for decision making committees. Koontz and O'Donnell state that "for a successful committee, the members must be suitably representative of the interests they are intended to serve and possess the requisite authority."(10) Since the library committee serves an advisory/-liaison responsibility it should be larger. Furthermore, its success or failure is often a result of "the characteristics possessed by the librarian (which) determine, in part, the type of library committee an institution will have."(11) This same thought was expressed more succinctly by one of the respondents "it depends on the director!"

The library committee in academic institutions in the mountain plains states is functioning well. It is most likely to be called a library committee or library advisory committee and is composed of the library director, six faculty members appointed at-large by an administrator and

two at-large student representatives appointed by the student governing body. The committee has a 50% chance of having a written charge. The chair of the committee will be one of the committee members who will have been elected by the other members of the committee. It will perform primarily advisory or liaison duties especially in the establishment of library operational policies at its monthly or called meetings.

The authors are happy to note that 56% of the respondents felt that the failure of the library committee to hold its meetings would be noticed.

Endnotes

1. Hugo Kunoff, "The Enlightenment and German University Libraries: Leipzig, Jena, Halle and Gottingen between 1750 and 1813" (Ph.D. diss., Indiana University, 1972), p. 119.

2. Louis Round Wilson and Maurice F. Tauber, The University Library, Second Edition (New York: Columbia University Press, 1956), p. 43.

3. Rutherford D. Rogers and David C. Weber, University Library Administration (New york: H. W. Wilson Company, 1971), pp. 12-13.

4. Guy R. Lyle, The Administration of the College Library, Fourth Edition (New York: H. W. Wilson Company, 1974), pp. 28-29.

5. "Guidelines for Two-Year College Learning Resources Programs (Revised)," College and Research Libraries News 43(1): 8 (January 1982).

6. Jacquelyn M. Morris, "Standards for College Libraries, 1986" College and Research Libraries News 47(3): 198 (March 1986).

7. "Standards for University Libraries," College and Research Libraries News 40(4): 105 (April 1979).

8. An excellent survey of the literature on library committees through 1973 is included in Chapters I and II of Leland Madison Park, "The Faculty Library Committee of Six Public Community Colleges in the State of Florida: A comparative Study Based on Age and Size of the Institution" (Ph.D. diss., The Florida State University, 1974).

9. Henry R. Stewart conducted a survey of faculty library committees for the College and University Section of the Virginia Library Association in 1979. The questionaire used in that survey is the one that was revised for this study.

10. Harold Koontz and Cyril O'Donnell, Principles of Management: An Analysis of Managerial Functions, Fifth Edition (New York: McGraw-Hill, 1972), p. 392.

11. Ralph E. Russell, "A Comparative Study of Faculty Library Committee Functions in Five Liberal Arts Colleges" (Ph.D. diss., Florida State University, 1973), p. 128.

Appendix

Questions for MPLA Institutions of Higher Education Part I
Basic Institutional and Library Data

If the data on the mailing label is incorrect, please supply the correct information.

1. Name of Institution (If not correct) _____

2. Classification of Institution: _____Public _____Private
_____2Yr _____ 4 Yr _____ 5 Yr (Award up to Masters)
_____ 6 Yr (Award up to Specialist) _____ PhD Awarding Institution

3. Name of Library (If not correct) _____

4. Name and title of library director _____

_____

Institutional Data

5. Student enrollment 5.1 Headcount _____ _____
5.2 FTE Students _____ _____

6. Number of faculty 6.1 Headcount _____ _____
6.2 FTE Faculty _____ _____

Library Data

7. Staff

7.1 Number of professional staff_____ 7.2 FTE professional staff_____

7.3 Number of professional staff authorized_____

7.4 Number of clerical/paraprofessional staff_____

7.5 FTE clerical/paraprofessional staff_____

7.6 Number of student workers_____

7.7 Total number of hours worked by students during fiscal year_____

8. Budget

8.1 Total library budget _____

8.2 Total materials budget _____

9. Collections

9.1 Total number of volumes _____ _____

9.2 Total number of subscriptions _____ 9.3 Paid_____ 9.4 Gift_____

Questions for MPLA Institutions of Higher Education Part II

1. Do you have a library committee? _____Yes _____No Full title of the committee if Yes.

1.1 _____

1.2 Please supply a copy of the library organization chart, if available and if the library committee is represented.

1.3 Who is the library representative on/to the committee?
_____Library Director _____Other
(Title)

2. What is the composition of the committee?

2.1 **Faculty** representation. How many?_____
Do they represent _____Departments? _____Schools? _____At large?

2.2 **Student** representation. How many?_____
Do they represent _____Departments? _____Schools? _____At large?

3. Does the library director have any input into the composition of the committee?
_____ Suggest names _____Consulted
Other (Specify)_____

4. How does one become a member of the committee?

4.1 **Faculty**: Election_____ Who votes?_____

4.2 Appointed_____ Who appoints?_____

4.3 **Students**: Election_____ Who votes?_____

4.4 Appointed_____ Who appoints?_____

4.5 **Library** representative other than director? _____Yes _____No

4.6 Election_____ Who votes?_____

4.7 Appointed_____ Who appoints?_____

5. Is the library director (or designee) a: (Check as many as apply)

5.1 _____ full voting member of Committee 5.2 _____ ex officio member

5.3 _____ secretary 5.4 _____ not a member of the committee

5.5 _____ other (Specify)_____

6. Is there a written charge, or instructions as to the duties of the committee?
_____Yes _____No If Yes, please send a copy of the written charge or instructions.

7. Who is the chairperson of the committee?

7.1 _____ Library Director 7.2 _____Committee member

7.3 How is the chairperson chosen?

7.4 _____Elected by committee

7.4 _____ Appointed Who appoints? _____

8. What is the primary function of the committee? (Check as many as apply)

8.1 _____ advisory 8.2 _____ policy making

8.3 _____ liaison 8.4 _____ legislative

8.6 _____ other (Specify)_____

9. What powers does the library committee have, if any.

10. Who creates the agenda of business for the committee and how are problems or concerns added or placed on the agenda?

10.1 _____ Chairperson (as determined in 7. above)
10.2 _____ Does the Library Director bring problems on which he/she wishes advice?
10.3 _____ Do committee members bring problems or concerns on behalf of library clientele?
10.4 _____ Other (Specify)_____

11. How often does the committee meet?

11.1 _____ Monthly
11.2 _____ _____? times per semester or term
11.3 _____ At the direction of the chairperson of the committee
11.4 _____ Other (Specify)_____

12. What is the committee's role in book selection?

12.1 _____ none
12.2 _____ advisory
12.3 _____ establishment of general policies
12.4 _____ very minor role
12.5 _____ consulted occasionally
12.6 _____ other (Specify)_____
12.7 Does the library have a written materials selection policy?
_____Yes _____No Date of policy if Yes _____

13. Does the library utilize formula allocation of the materials budget?
_____Yes _____No Date of formula allocation policy if Yes _____

14. What is the committee's role in the allocation of the book budget?

14.1 _____ none
14.2 _____ advisory
14.3 _____ review
14.4 _____ approval
14.5 _____ establishment of final allocation
14.6 _____ other (Specify)_____

15. What is the role of the committee in the general library operating budget?

15.1 _____ none
15.2 _____ advisory
15.3 _____ review
15.4 _____ approval
15.5 _____ other (Specify)_____

16. What role does the committee take in the establishment of policies regarding the library's operations?

16.1 _____ none
16.2 _____ advisory
16.3 _____ review
16.4 _____ approval
16.5 _____ other (Specify)_____

17. What role does the committee take in respect to liaison among the library, faculty, students, and administration?

17.1 _____ none
17.2 _____ advisory
17.3 _____ review
17.4 _____ approval
17.5 _____ other (Specify)_____

18. What is the committee's role in the selection of new key library staff members?

18.1 _____ none
18.2 _____ advisory
18.3 _____ substantial role
18.4 _____ part of a selection committee
18.5 _____ involved only with the selection of a new library director

18. If the committee did not meet for a year, would anybody notice?

OPENING A BOOKSTORE

Dorothy Rice
Administrative Services Librarian
University Library
University of Nevada-Reno
Reno, NV 89557
(702) 784-6564

Abstract

At the suggestion of Friends president, the University of Nevada-Reno Library expanded their very popular one-day sales of gift books into a bookstore, open five days a week. Paper examines the first eight months in terms of profit, experiences with volunteers, impact on library, public relations, supply of books to sell, and future plans.

This paper is based on a university library's experience with opening and maintaining a used book store, sponsored by a Friends group and run by volunteers.

CONCEPT

What are Friends doing at the University of Nevada-Reno Library? For several years the group has sponsored the annual "great fall book sale," and on February 1, 1986, opened an ongoing book shop to sell duplicates and gift books in excess of the library's needs. The concept for a book shop came from the Friends president who accidentally visited a similar shop in Syracuse. Realizing that the Reno library had all the ingredients for one, she quickly brought the idea to the attention of the library director, the university president, the Friends board, and myself as library coordinator of Friends activities. Everyone who heard about it thought it would work.

SUPPLY

While the Friends were interested in raising money, the library was highly motivated to find another home for over 10,000 volumes recently removed from the general collection. An intensive weeding of duplicates from the old Dewey collection yielded many classics and multi-volume sets too good to toss, such as 25- and 30- volume sets of Mark Twain, Shakespeare, O. Henry, Bret Harte, encyclopedias, atlases, etc. The Nevada State Library was also doing extensive weeding, based on a revised collection policy, and the UNR Library had accepted their discards knowing that some would need to go into the Reno collection. Additionally, the UNR Library has an active in-kind gifts program and receives several thousand volumes of mixed quality from donors. So, we felt we had an inexhaustible supply of books for an ongoing book store.

LOCATION

In looking for a location, the main criteria were a visible place with

daily foot traffic and ample parking space. Among the locations considered were the old post office space in the student union building, small houses adjacent to the campus with a monthly rent of $299 or $399, and one owned by the university, perfectly situated, which we might use with no rental. We opted for the latter, naturally, and got official approval for it pending relocation of the organization currently occupying the house. That put us in a holding pattern and, meanwhile, the time for the "great fall book sale" had come and gone. Although this delay seemed like a setback at the time, it was more of an advantageous redirection. We felt we had to make a decision on the location and seriously started looking in the main library for space. On the ground floor was a fairly large room (1,350 sq. ft.) which had been set aside as a study area for smokers. Various library department heads had been eyeing this space for some time, as there were seldom more than 2-5 people using the room, and frequently it was empty. It is scheduled for an expansion of two departments. However, in the fall of 1985 the money to prepare the area was not available. Therefore the director approved use of the room on a temporary basis for a book store. Our whole attitude toward the book store has been that it is an experiment, to be evaluated periodically. So, the temporary aspect of the location sounded right. Foot traffic and visibility, with five windows facing a major reading room in the main library, were acceptable. The Friends then spent a little money patching the walls, putting locks on the door, etc. Even a good supply of steel book shelving became available. An opening date was set, and we started looking for volunteers.

VOLUNTEERS

Our volunteers are basically people who love books. Most are members of the Friends or are retired faculty who rather enjoy using their time for a worthwhile project. Two are volunteering through the RSVP program. The

library was advised to put all of the volunteers on a university insurance program covering them for injury in connection with the volunteer work. This costs $1.12 per month for each volunteer. This small amount is charged to the Friends. The total number of volunteers varies from ten to fourteen. Each one is conscientious about his/her scheduled time, giving notice of conflicts well in advance. Even with summer vacation trips, the schedule has been relatively smooth. In addition to the volunteers a retired faculty member appointed by the Friends president was in charge of the book store operation.

OPENING DAY

From concept to opening day on February 1, 1986, six months had elapsed. For the opening we had a ribbon-cutting ceremony with brief remarks by the Friends president, the library director, and the university president who bought the first book. As with all of our book sales, there was a long line formed, waiting for the opening. On the opening day there were 255 buying customers, and we made $2,339. By the end of the first seven days the profit was $3,664. Then things settled down.

PUBLICITY

Publicity for the book store began two weeks before the opening with a very favorable feature article in the Reno newspaper. A radio station also started mentioning it, even without a PSA. Posters went up on campus, and postcard miniatures of the posters were mailed, using various library lists. We worked with the university public information office on the publicity, and much credit for the good coverage goes to that office. Before the opening day a tv station contacted the library about covering the ribbon-cutting ceremony. Also, during the first day personnel from a second tv station showed up. Both coverages were positive. There was a flurry of articles, some written by students, in campus news publications

for about a month, and then very little publicity until the first week in May when the Friends president quietly placed an item in the want ads to the Reno paper. Estimated effect of the ad was a 20% increase in sale for the nine days it ran.

NAME CONTEST

In February the Friends sponsored a contest to name the book store. Anyone could enter. The judging committee received 73 names, three of which were the "Book Nook," the winning name selected. First prize, awarded to all three, was all the books they could carry. Two dollar gift certificates were also sent to everyone who entered the contest.

PROCEDURES

The Book Nook, run by volunteers, is open Monday-Friday, 10 a.m.-4 p.m. and is sometimes open on Saturday. Each volunteer works alone--a three-hour schedule once a week. Use of duplicate sales receipt books and a cash box were coordinated with and approved by the unversity controller's office. Profits are deposited daily by the director's office into one of the Friends' accounts. In the Book Nook books are on shelves under over fifty broad subject categories. There is a full range (seven shelves) for new arrivals, which works well for regular patrons. Additionally, there are four library tables full--three by catergory and one miscellaneous mixture, and some carrels. There are sofas, chairs, soft music, good lighting, green plants and a pleasant impression of orderliness. This neatness is attributable to one special volunteer who works six hours each week replenishing and straightening the shelves. Price for books are $1 for hardbacks, 35¢ for paperbacks, 10¢ for magazines, with sets and other items separately priced. Record albums, picture frames, and blank tapes are also sold.

PROFITS

Through July, 1986, the sixth month, the Book Nook has made $8,828.84,

which averages $1,471.47 per month. Preparation of the room, including reupholstering two old sofas, was under $1,000, charged to the Friends. The only ongoing costs are the insurance mentioned above and the cost of duplicate sales books as a supply item.

STATISTICS

The Book Nook is open an average of eighteen days per month. Average income per day is $81. Best day of the week is Monday. Best hours are 10 a.m.-noon. By the fourth month it was obvious that most of the Book Nook customers were men, so we began keeping statistics on the number of men and women who came in to browse, and those who made puchases. We learned that 75% of our browsing customers are men, and 48.3% of them buy something. Although fewer women enter the Book Nook, 54.3% of them find something to buy, but they spend less.

OBSERVATIONS

Sales go up in direct relation to new arrivals. Items that sell best are sets, blank tapes, art books, science fiction, metaphysical books, biography, dictionaries, maps, and atlases. Many of the regular customers come in to check favorite shelves for new additions. Herein lies one problem. Just as in any shop, the old merchandise needs to be moved out to make way for new items. A successful procedure for handling this important but time consuming routine has not yet been worked out. Volunteers are reluctant to decide what is to be discarded. However, three are doing it rather courageously. Areas for improvement include more publicity, better directional signs in the library, more substitute volunteers, and more involvement of the Book Nook manager in maintaining the schedule of volunteers, finding new volunteers, generating publicity, and compiling the monthly statistics.

EVALUATION

At the six-month point the Book Nook has consistently made money every day

it has been open, has generated good publicity for the library and for the Friends, and functions smoothly. Nearly all of the credit for its success goes to the volunteers, who genuinely want it to succeed.

FUTURE PLANS

Since the Book Nook has been successful, it is no longer an experiment. If people stop coming, if the income becomes insufficient, if the operation becomes too much of a problem, if we run out of volunteers or books, we would simply close it and go back to "great fall book sales." None of these things have happened, though. Therefore, the plan is for the Book Nook to continue indefinitely until the existing space is needed for library expansion. The current monthly income is not large enough to justify renting a house. When a move is necessary, the Friends could either request use of a university owned house rent free, or use of a smaller room in the library where gift books are now stored. With the support of good volunteers, the Book Nook could continue for years.

It is believed that a number of donors are reluctant to give from their private collections special books that might end up for sale in the Book Nook for one dollar. One suggestion from the Friends board is to hold an auction of better books--first editions, autographed copies, rare books, special sets, etc. Donations would be solicited and held for the auction. As a special event, it has possibilities.

TEAM TEACHING THE CHEMICAL LITERATURE

Betsy Porter
Science Librarian
Auraria Library
Box 101
University of Colorado at Denver
Lawrence at 11th
Denver, CO 80204
(303) 556-3390

John A. Lanning
Chemistry Department Chair
University of Colorado at Denver
Lawrence at 11th
Denver, CO 80204

Beth Forrest Warner
Coordinator of Library Systems
Middleton Library
Louisiana State University
Baton Rouge, LA 70803

Abstract

Although chemistry faculty and science librarians generally agree on the need for chemistry students to become sophisticated users of chemical information and the tools used to retrieve this information, teaching this knowledge is often neglected or haphazardly relegated to a minor place within either the library or chemistry curriculum.

This presentation describes a course team taught by a chemist and librarian which was a 1-hour, upper division course concentrating on structure, access and utilization of the chemical literature. The course is unique in that it stresses the importance of utilizing chemical information techniques and provides an opportunity for students to apply new knowledge under the direction of two types of experts essential to this activity.

Pre and post testing plus subjective student ratings were used to evaluate the course and plan for future courses.

Introduction

In the past twenty years, chemistry departments and academic libraries have explored a number of methods for teaching the chemical literature. Although there has been agreement on the need for chemistry majors to be familiar with the primary and secondary literature, there has been a wide diversity of opinion on how this should be accomplished.

A study of 259 U.S. chemistry departments was undertaken in 1967 to determine how and where the chemical literature was being taught. A 90% useful response was obtained from the study. At that time about 40% of the responding institutions offered a formal chemical literature course. At the other responding institutions, chemical literature was taught by a variety of methods and was integrated into other chemistry courses. The study was conducted from the view point of chemistry departments with no investigation of library roles in chemical literature instruction other than a statistic that showed eighty-four courses in chemical literature were taught by chemists as compared to eight courses taught by librarians. (1)

In 1978 a questionnaire was formulated and sent to 200 colleges and universities and to fifty industries to determine the status of the teaching and use of chemical information in academe. The response supported altering curricula on both the undergraduate and graduate level to better prepare chemists in information retrieval by incorporating courses on information retrieval and providing practical experience. (2)

Realizing the importance of teaching the use of chemical literature, the American Chemical Society's Division of Chemical Information in conjunction with the Division of Chemical Education sponsored an entire

session on this issue at the 178th National Meeting of the ACS in 1979. Although the value of teaching and use of chemical information was stressed by various speakers, cooperative efforts between teaching faculty and librarians were not.

At the Auraria Library, University of Colorado at Denver, cooperative bibliographic instruction in chemical literature did not exist prior to 1984. Because he realized the importance of instruction in chemical literature use, Dr. John Lanning, University of Colorado at Denver chemistry facutly member, had integrated such instruction into his Instrumental Chemistry classes for a number of years. A very concentrated section of lectures was followed by an extensive take-home final assignment to be completed in the library. Shortcomings of this approach included time taken from the major emphasis of the class, an approach that was too intensive, and a lack of coordination with the library to utilize a science librarian's skills in assisting the students.

During the Fall semester 1984, Dr. Lanning and Beth Warner, Chemistry Liaison Librarian began plans for a Chemical Literature Course to be taught jointly. The one-hour credit course was approved by the university and was first taught Spring semester 1984. The class met in the library for a five-week block, twice a week. Responsibilities for lectures alternated between the chemistry faculty member and the chemistry liaison librarian. Lectures covered a literature overview, library structure - both the Auraria Library and other libraries, manual searching methods, periodicals and technical reports, patents, Chemical Abstracts, Science Citation Index, review journals and serials, reference works and computer searching methods. A textbook was used. (3) Five weekly library exercises were assigned based on the methods and tools discussed in class. Additionally

students chose a research topic that was used in searching the chemical literature in four research exercises. A final bibliography was written based on the research exercise. A cumulative final examination was administered to the students.

Although no measure of learning was undertaken by the instructors, the initial course proved to be a success in terms of student evaluations. Comments such as "the most valuable course I took as a chemistry major" were voiced by an overwhelming majority of the students. Both the chemisty department and the library felt the project was a success--a decision was made to offer the course again.

Beginning in the Fall semester 1985, the course was reviewed and plans were made to offer Chemical Literature, Chemistry 420 again during the Spring semester 1986. Some changes based on student input were made. Although students felt the course was extremely valuable, they felt the five-week length of the course was much too condensed to accomplish all the work that was required. Using this information, it was decided to spread the course out over ten weeks. In addition to two lectures a week in a library classroom, both the chemistry faculty member and the librarian were also available in the library for specific help one additional hour a week. Although the course had been extended to ten weeks, course structure and content remained fairly constant. However, there was now more time to go into greater depth on some topics and an additional section on Beilstein was added. Formal lectures on tools and types of materials combined with subsequent exercises that reinforced skills in locating, evaluating and using library sources were the foundation of the course.

Additionally, each student chose a topic that was followed through the course. A number of students were taking an honors organic chemisty class and chose a topic that would be related to their work in this course. The

research topic required each student to explore a wide variety of information sources to develop a final research bibliography. Topics included a wide range of subjects including: Kinetics of the gas phase, thermal decomposition of di-tertbutyl peroxide, gold and silver recovery processes which are chemical in nature and electrochemical processes for gold and silver recovery, the role of Vitamin C in helping to control or prevent cancer, biotic and abiotic sources of natural gas and the potential for its production on an industrial scale for energy consumption, isolation and identification of Terpeneless essential oil of Cowania Mexicana, the synthesis of 2-naphthyl ether model compounds of coal liquefaction and mechanistic studies including specific compounds, and tracing of labeled deuterium atoms. Topics required approval by the chemistry faculty member to ensure choice of a topic appropriate for literature searching--and one that was not too broad nor too narrow for successful searching.

Course evaluation for the Spring '86 class was undertaken using a pre-post test as a learning measurement. Out of a possible sixteen points, scores of students who were present for both pre and post test were as follows (pre test score listed first): 2-10, 8-11, 0-11, 2-13, 11-13, 8-12, 3-10. Indications of both which questions needed to be reworded and also consistenty weak areas were determined.

Although student evaluations are not yet available for the Spring '86 semester, oral comments from students indicate that Chemistry 420 was again a very useful course. Using student evaluations plus the information gathered from the pre-post test, plans are being made to revise and offer the course again. Both instructors feel this type of course would be valuable for other science disciplines as well as for chemistry students. The possibility of expanding the course to other disciplines, as well as, the possibility of offering similar courses in other science disciplines

will be explored in the coming months. Another consideration will be course "flow". Questions such as "What should be taught first and why?" will be considered. Another point of interest is "How can we assure that students have the basic library skills necessary to undertake the more specialized skills required in science literature searching?" Another area that may be explored is student end-user computer searching. Although the course included an on-line demonstration and opportunity to have a search run at no charge on the 10th and 11th Collective Chemical Abstracts via Dialog, this aspect of the course has not been fully developed.

In order to improve the course, a needs assessment of the UCD Chemistry Department will be undertaken by the science librarian during the remainder of 1986. The purpose will be to look at all course offerings to determine when and where the need for chemical literature instruction is most appropriate. At this time, graduate students in chemistry cannot take Chemistry 420 for credit although graduate students in other science disciplines such as biology can. At what level the course should be offered and for what kind of credit will also be examined.

It is with great anticipation that both the University of Colorado at Denver Chemistry Department and the Auraria Library plan for future cooperation in the teaching of library research skills for chemistry students.

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BURNOUT AND SOCIAL INTEREST IN LIBRARIANS AND LIBRARY SCHOOL STUDENTS

Nathan M. Smith, Director*
School of Library and Information Sciences
5042 HBLL
Brigham Young University
Provo, UT 84602
(801)378-2977

Sarah B. Watstein
Head of Reference
Hunter College Library
P.O. Box 1680
New York, NY 10021
(212)772-4183

Anne C. Wuehler
British Reference Section
Genealogical Library
35 N. West Temple
Salt Lake City, UT 84150
(801)531-2089

Abstract

Previous studies have measured librarian burnout and social interest separately. In this study both burnout and social interest scores were gathered to answer the question: Does social interest decrease as burnout increases? Additionally we asked, how do the burnout and social interest scores of the groups in this study compare to previously studied reference librarians and library school students? Groups of librarians from Los Angeles (n=33), Canada (n=52), and the Genealogical Library in Salt Lake City (n=147) were surveyed as were students who are in the MLS program at Brigham Young University (n=53), yielding 285 questionnaires for analysis. The Maslach Burnout Inventory revealed from 12 to 40 percent of those surveyed were in the high burnout area for the six categories measured; the median was 18.5 percent. Generally the percentages for for high burnout were lower than for public reference librarians. The average social interest score of 9.62 (standard deviation=3.11) is significantly higher than social interest scores previously reported for library school students; however, significant differences were found among the groups in this study. Social interest scores do tend to decrease as burnout scores increase, but correlation coefficients are weak (-0.110 to -0.204, p=.05).

*Authors are listed alphabetically; each contributed equally to the study.

Introduction

Burnout, a buzzword in the popular vocabulary in the 1980's, denotes a subtle pattern of symptoms, behaviors, and attitudes which are unique for each person. First used in its present connotation in the early 1970's, burnout describes a condition initially experienced among a wide variety of helping professionals as a result of the conditions of their work. Burnout's heritage is embedded in the ideas and efforts of Herbert Freudenberger in New York, and Christina Maslach and Ayala Pines in California . These psychologists identify three characteristics of human services work which nurture the development of burnout: 1) close and frequent contact and/or intense involvement with clients over long periods of time; 2) rarely or never receiving positive feedback from clients, supervisors, or colleagues; and 3) having little or no input into the policies and procedures of the organization in which they work.

Christina Maslach (1978, p.56) characterizes the burnout syndrome as a gradual loss of caring by a helping professional for his/her clients. Robert Kahn (1978, p.61) also describes burnout as a syndrome, and characterizes the group of symptoms that occur together as a ". . . syndrome of inappropriate attitudes towards clients and towards self, often associated with uncomfortable physical and emotional symptoms ranging from exhaustion and insomnia to migraine and ulcer." Echoing Maslach and Kahn, Madlyn Resener (1978, p.3) defines burnout as ". . . a syndrome in which chronic emotional stress on the job so completely exhausts individuals that they become hardened and uncaring about their patients or clients." Herbert Freudenberger (1974, pp.159-60) notes that burnout is the result of depleted energy, strength and resources, and that when a person burns out s/he becomes "inoperative to all intents and purposes."

A general consensus on the symptoms of burnout includes attitudinal, emotional, and physical components. Some of the most prominent attitudinal symptoms are the loss of concern or emotional feelings for clients, and the detached or even dehumanized treatment of clients. Farber (1983, p. 3) notes:

> . . . burned out professionals may become cynical toward clients, blaming them for creating their own difficulties or labeling them in derogatory or diagnostic terms. Burned out professionals are more frequently absent or late for work than their non-burned out colleagues; they become noticeably less idealistic and more rigid; their performance at work deteriorates markedly; and they may fantasize or actually plan on leaving the profession. Furthermore, the frustrations attendant to the phenomenon of burnout may lead to emotional stress (often manifest as anxiety, irritability, sadness, or lowered self-esteem), psychosomatic problems (insomnia, ulcers, headaches, backaches, fatigue, high blood pressure), and increased marital and family conflicts.

The concept of social interest is also central to this study. Social interest can be defined as an active interest in furthering the welfare of humankind (Ansbacher and Ansbacher, 1956). It is "used as a criterion of mental health and as a normative ideal that all behavior should strive to embody (Peterson, Epperson and Hutzell, 1985, p.349). The concept of social interest has its heritage embedded in Alfred Adler's theory of personality (Adler, 1958). A variety of emotional and behavioral characteristics are identified with social interest. The concept may be defined in terms of holding a positive opinion of the world, including identification with others, empathy, feeling of belonging, feeling at home on this earth, in harmony with the universe. Those with high social interest are cooperative, sympathetic, and contribute to the common welfare of mankind (Crandall, 1975, pp.185-87).

Only one study was found which dealt specifically with library students and social interest (Davidson, Smith and Jensen, 1986). Library school students were surveyed at five universities using Crandall's Social Interest

Scale and other questions. The results of the study were determined to be inconclusive because the sample size was small and the variance large; however, the authors concluded that there is no indication that graduate library students exhibit either more or less social interest than do other students.

In the current study we asked is there a relationship between social interest and burnout? Also, how do social interest scores of librarians compare with those of library school students and the groups in Crandall's previous study? The present study tested the extent to which groups of librarians from Los Angeles, Canada, the Genealogical Library in Salt Lake City and library school students who are in the Master of Library and Information Sciences (MLIS) program at Brigham Young University (including students in the Salt Lake City extension program and on the Provo campus) experienced burnout and its correlation to social interest.

METHODOLOGY

Two hundred eighty-five subjects were surveyed. Three basic kinds of data were gathered: 1) information on burnout using the Maslach Burnout Inventory (MBI); 2) information on social interest using Crandall's Social Interest Scale (SIS); and 3) demographic information (i.e., sex, age, marital status, pet ownership, level of education, years worked at present job, years in library field, same job in 10 years, part time or full time work, perception of feedback received and policy/procedure input). Some of the latter background variables, such as years worked at present job, years in library field, same job in 10 years, hours, and perception of feedback and input may not apply to library school students.

The Maslach Burnout Inventory (MBI) gathers data pertaining to three

burnout factors: emotional exhaustion, depersonalization, and personal accomplishment. The Maslach instrument for measuring these three aspects of burnout further subdivides them by frequency and intensity, providing six burnout variables, each with a low, moderate and high level (see table III). To give the reader an idea of the questions used in the burnout inventory and the meaning of relevant terms, sample questions are listed in Table I.

Crandall's Social Interest Scale (SIS) was used to measure social interest. Developed in 1975, the SIS measures correlation between aspects of thinking, feeling, and behaving as an indication of person's interest in the interests or welfare of others.

The SIS consists of a series of paired adjectives. Respondents are asked to determine which trait in each pair they consider to be of more value or importance for themselves. Each significant pair (some non-scored buffer pairs are included) contains one trait closely related to social interest and one choose as valuable, subjects are ranked on a scale of zero (no social interest) to fifteen (very high social interest). To give the reader an idea of the questions used in the SIS, sample questions are listed in Table II.

Subprograms from the SPSSx package available on a VAX mainframe computer at Brigham Young University were used to analyze the data.

RESULTS

Burnout. Negative aspects of burnout include emotional exhaustion, depersonalization (i.e., treating clients as objects in a bureaucratic manner) and feelings of a lack of personal accomplishment. Higher intensity and frequency scores on emotional exhaustion and depersonalization scales indicate aspects of high burnout. Low scores on the personal accomplishment scale indicate high burnout (see Table III).

Table IV displays the mean (M), standard deviation (SD), range, and percentage of respondents in each level.

Social Interest. The average social interest score for the groups in this study was 9.62 (standard deviation was 3.11). A one-way analysis of variance on SIS by Group revealed a significant difference (p=.05) between SIS for Canada and Los Angeles. The SIS for Provo students differed significantly with Los Angeles and Salt Lake students. And the SIS for genealogical librarians differed significantly for Los Angeles, Salt Lake, and Canada (see Table V).

Demographic Data. The information in Table VI is self-explanatory. The data for years in present position and years in the library field are not included in the table because the information included library students, most of whom are not employed.

Burnout and Social Interest Score Intercorrelations. Table VII displays the correlations and statistical significance that exist between burnout and SIS. The correlation coefficients for burnout and social interest scores are not strong but are significant.

SISCORE AND PERSONAL BACKGROUND INTERCORRELATIONS

The CROSSTABS subprogram from SPSSx also provided a display of SIS and personal background variables. For use of the CROSSTABS subprogram, social interest scores (SIS) were categorized into three categories, low (scores 0-5), medium (scores 6-10) and high (scores 11-15), then they were compared to individual variables for each of the five groups surveyed. The findings were briefly noted for SIS by Sex, Age, Pets, Years of Library Service, Hours Worked per Week, Amount of Positive Feedback from Administrators, and Opportunity of Give Input to the Organization.

Significat chi-square values ($p < 0.05$) were obtained from CROSSTABS for SIS by Marital Status, Level of Education and Desire to be in the Same

Job Ten Years From Now. Married and Single persons tended to exhibit higher social interset than did the Divorced and Other categories. Persons with less than a BS/BA also had a higher social scores interest than those with more education. Those who were satisfied with their job and wished to be in the same position in ten years had significantly higher social interest scores ($p=0.0212$). They also had significantly lower burnout scores for emotional exhaustion and depersonalization than those who wished to change positions.

The chi-square for Group by Do You Have Input into the Decisions Made by the Organization showed the groups differed significantly, with the genealogical librarians having significantly less input than did the other groups and those in Los Angeles having significantly more. However, the amount of input into an organization did not correlate with amount of social interest or burnout.

DISCUSSION

We initially hypothesized that an inverse relationship would exist between social interest and burnout: we expected social interest scores to decrease as burnout scores increased. And, indeed, correlation was found between these two variables and in the expected direction, but the correlation was too weak to have much predictive value for any individual case. Some librarians who were quite burned out, according to their scores, showed strong social interest scores. The reverse was also true. Failing to find social interest scores to be useful in predicting burnout, we wondered how the social interest and burnout scores of the librarians in this study compared to other groups.

Crandall (1980) compiled normative data for several groups (see Table VIII). A previous study of library school students (Davidson, Smith and Jensen, 1986) revealed an average SIS of 8.26 (SD 3.22) which was not

significantly different than the social interest scores which Crandall found for university students. In the present study, however, library school students at the Brigham Young University campus averaged significantly higher social interest scores (mean=10.17, SD 2.55) than Crandall's university students. The campus student scores and those of the genealogical librarians (mean=10.56, SD 2.77) were comparable to the charity volunteers in Crandall's study.

The extent of burnout in librarians and library school students measured for this study is similar to that reported for reference librarians in public libraries (Smith, Birch and Marchant, 1984); however, the public reference librarians did show significantly higher levels of burnout for depersonalization, 30 vs 18 percent. As stated previously, depersonalization is the tendency to treat people as objects, in a bureaucratic manner. Individuals with high social interest would, however, be expected to treat persons as human beings. The discrepancy in the high levels of burnout for depersonalization is, perhaps, best accounted for by the fact the genealogical librarians and the campus students at Brigham Young University have higher average social interest scores than the other librarians in this study and those in the previous study by Davidson, Smith and Jensen (1986). This is conjecture because we have no social interest data for the public reference librarians, but this apparent dichotomy could be the basis for futher study.

TABLE I

Subscales of the Maslach Burnout Inventory*

A. Emotional Exhaustion
   Sample items:
      I feel used up at the end of the workday.
      I feel fatigued when I get up in the morning and have to face another day on the job.
   Frequency patterns:
      High burnout -- several times a month or more.
      Low burnout -- several times a year or less.

B. Depersonalization
   Sample items:
      I've become more callous toward people since I took this job.
      I worry that this job is hardening me emotionally.
   Frequency patterns:
      High burnout -- once a month or more.
      Low burnout -- once or twice a year, or less.

C. Personal Accomplishment
   Sample items:
      I feel I'm positively influencing other people's lives through my work.
      I have accomplished many worthwhile things on this job.
   Frequency patterns:
      High burnout -- less than once a week
      Low burnout -- several times a week or daily

*Adapted from Maslach, C., & Jackson, S.E. The Maslach Burnout Inventory ("Human Services Survey"). Research edition. Palo Alto, CA: Consulting Psychologist Press, 1981. Copyright 1981 by Consulting Psychologist Press, Inc. All rights reserved. For information about obtaining test forms and a user's manual, please write to the publisher at 577 College Avenue, Palo Alto, California 94306. Material reproduced above is by special permission of the publisher.

TABLE II

Subscales of Crandall's Social Interest Scale

_____1. Imaginative Rational	_____1. Neat Logical
_____1. Helpful* Quick-witted	_____1. Forgiving* Gentle
_____1. Neat Sympathetic*	_____1. Efficient Respectful*

*Indicates social interest (Crandall, 1975, p.189)

TABLE III

Categorization of Burnout Scores

	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
Burnout Level	Frequency	Intensity	Frequency	Intensity	Frequency	Intensity
High	>29	>39	>11	>14	0-33	0-36
Moderate	18-29	26-39	6-11	7-14	34-39	37-43
Low	0-17	0-25	0-5	0-6	>39	>43

Table IV

Distribution of Scores Per Burnout Factors

Burnout Factors	M	SD	Range	Burnout Levels % Low	% Moderate	% High
Emotional Exhaustion						
Frequency	18.311	10.663	0-49	50.9	31.5	17.6
Intensity	24.948	12.608	0-53	47.8	39.9	12.3
Depersonalization						
Frequency	6.096	5.116	0-28	55.5	27.6	16.9
Intensity	8.225	6.389	0-32	47.2	34.1	18.7
Personal Accomplishment						
Frequency	35.795	8.068	7-48	36.8	31.8	31.4
Intensity	37.984	8.175	16-56	29.7	30.5	39.8

Table V

Social Interest Scores

Group	N	Mean	SD
Los Angeles	33	6.97	2.76
Students, Salt Lake	29	8.38	2.91
Canadian Librarians	52	9.12	3.35
Students, Provo Campus	24	10.17	2.55
Genealogical Society	147	10.56	2.77
Population Averages	285	9.62	3.11

TABLE VI

Demographic Variables of Librarians and Library School Students

Age
- Under 30 - 19.1 percent
- 30 - 39 - 35.4 percent
- 40 - 49 - 25.3 percent
- 50 + - 20.1 percent

Sex
- Male - 30.1 percent
- Female - 69.9 percent

Marital Status
- Married - 64.2 percent
- Single - 26.5 percent
- Divorced - 7.2 percent
- Other - 2.2 percent

Pets
- No pets - 53.3 percent
- Pettable - 41.9 percent
- Other - 4.5 percent

Level of education
- <BA - 17.9 percent
- BS/BA - 42.1 percent
- MLS - 26.7 percent
- Other - 13.2 percent

Receive Positive Feedback
- Often - 31.2 percent
- Occasionally - 51.0 percent
- Rarely - 14.4 percent
- Never - 3.4 percent

Policy/Procedures Input
- Great deal - 13.4 percent
- Moderate - 25.2 percent
- Little - 33.6 percent
- None - 27.9 percent

Want to be in same job in 10 years?
- Yes - 29.5 percent
- No - 70.5 percent

Part-time or full-time work
- Part time - 6.8 percent
- Full time - 93.2 percent

TABLE VII

Correlation of Stress and Burnout Factors

Emotional Exhaustion	EEF	EEI	PAF	PAI	DPF	DPI	Siscore
Frequency(EEF)	1.000	.832	-.180	-.192	.636	.524	-.160
Significance	.999	.000	.002	.001	.000	.000	.000
Intensity (EEI)		1.000	-.149	-.057	.533	.597	-.204
Significance		.999	.010	.185	.000	.000	.001
Personal Accomplishment							
Frequency (PAF)			1.000	.778	-.188	-.173	.131
Significance			.999	.000	.001	.003	.019
Intensity (PAI)				1.000	-.238	-.151	.110
Significance				.999	.000	.009	.041
Depersonalization							
Frequency (DPF)					1.000	.818	-.114
Significance					.999	.000	.037
Intensity (DPI)						1.000	-.150
Significance						.999	.009
Siscore							
Correlation							1.000
Significance							.999

Table VIII

Crandall's Social Interest Scores

Group	N	Mean	SD
Ursuline sisters	6	13.33	1.03
Charity volunteers	9	10.78	2.77
College students nominated for high Soc. Int.	21	9.48	2.87
University students	1784	8.17	3.32
College students nominated for low Soc. Int.	35	7.40	3.00

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BEYOND CATALOGING: A SURVEY OF ACADEMIC LIBRARIANS IN THE INFORMATION AGE

Patricia A. Eskoz
Catalog Librarian
Auraria Library
University of Colorado, Denver
Denver, Colorado 80204
(303)-556-2613

Abstract

This paper presents results from a survey of catalog departments throughout the United States. The original study done in 1983-84 involved questionnaire responses from 106 department heads. In order to obtain an updated sampling, telephone interviews were conducted with twenty of the original respondents during July 1986. This presentation is limited to topics which affect both technical services and public services operations. Included are staff size changes under automation, the extent to which online public access catalogs have become operational, the state of public services-technical services division of job assignments, and research and publication expectations and activities in academic libraries. Results show the loss of positions under automation has been minimal. Membership in cooperative cataloging networks is nearly universal. The majority of respondents expect to have in-house automated public access catalogs operational by the end of the 1980s. Technical services departments are still distinct entities although considerable reorganization is occurring, along with some blurring of job assignment lines between technical and public services. Faculty status is the norm for academic librarians who face increasing pressure to engage in research activities. This may cause special problems for catalog librarians who are concerned with production and who may be generalists rather than subject specialists.

This paper presents results from a survey of catalog departments in 106 academic libraries throughout the United States. Participants represent institutions which offer at least a bachelor's degree and have student enrollments of five thousand or more. The study was made in order to examine the current cataloging scene, especially ways in which catalogers and catalog departments are following or departing from tradition.

This presentation is limited to discussion of issues which affect both technical services and public services operations. Topics included are: 1) catalog department staff size changes under automated cataloging, 2) the extent to which online public access catalogs have become operational, 3) the state of public services-technical services division of job assignments, and 4) research and publication expectations and activities in academic libraries.

METHODOLOGY

The project was begun in 1983-84. Questionnaires were sent to catalog department heads in approximately 160 academic libraries. A list of institutions fitting the category the author wished to investigate was compiled by consulting library and educational directories.[1] In selecting the institutions to receive questionnaires, every effort was made to achieve both regional balance and a varied range of campus sizes. Queries were sent to at least one academic library in all fifty states; responses were received from forty-six states, including Alaska and Hawaii, as well as Washington, D.C. Table 1 shows the regional distribution and size of institutions represented.

(Table 1)

Because of the time span between questionnaire returns and the present, the author conducted telephone interviews with twenty of the original respondents during July 1986. Five representatives were selected from each broad geographic area, each representing one of the five subdivisions by size of institution served as shown in Table 1. Nineteen states are represented in the updated interviews. Six department heads serve private institutions; the rest are from state colleges and universities. The department heads were asked specifically about any staff size changes that had occurred during the past three years, progress made toward installing a fully automated public access catalog, major library or departmental reorganizations, and the extent to which their professional staff has engaged in research activities since the earlier survey.

STAFFING

The 106 participants in the original survey represent institutions with an average enrollment of approximately 17,500 students. In most cases figures indicate full-time equivalents. Statistical methods vary from place to place, so these must be considered "ball-park" figures.

Respondents were asked to state the total number of full-time library staff members, including administrators, and the total number of cataloging staff members. Each group was to be divided into "professional" and "support staff." Table 2 gives the comparative size of each

group. One hundred and three respondents provided usable information. The respondents are arranged by size of institution.

(Table 2)

Overall, there was roughly a 1:2 ratio between professional/support staff, both for the catalog departments and for the libraries as a whole. The average library had approximately 35 librarians and 74 support persons on its staff; catalog departments averaged slightly more than six professional catalogers and 12.5 support staff members per department. Both catalog librarians and their assistants comprised between 15 and 19 percent of the total library staff, a fairly consistent average percentage regardless of campus size. No significant variations were found in comparing one geographic region to another.

A major (and admittedly biased) concern of the author was the extent to which staff size of catalog departments were adversely affected both by automation and budget cuts. Since the beginning of automation in the early 1970s many catalogers have lived in fear for their work lives, or at least their job descriptions as known by former generations of catalogers. The fear that modern technology will bring an end to the need for catalogers and cataloging is not a new one. As Maxwell notes, this speculation arose early in the 20th century with the advent of printed Library of Congress catalog cards.[2]

Department heads were asked: "During the past five years, what changes have been made in the size of the cataloging staff?" Space was provided to indicate the number of positions cut or added. Viable statistics were furnished by 103 respondents. Professional staff decreases were reported by approximately 34 percent, increases by 25 percent, and the remaining 40 percent experienced no change. The net change was -28.35 professional positions, a loss of slightly more than an average of one-quarter position per institution.

Respondents were asked to give the reasons for cutbacks and the methods by which they had been handled. Some respondents listed more than one reason or method. About half of those reducing staff did so because of budget constraints and/or automation. The most common method of handling reduction, used by nearly three-fourths of affected departments, was through attrition. Vacant positions simply were not filled. About half of the departments transferred personnel to another library area, often public services. Only a few reported direct layoffs.

This survey showed a very slight trend toward replacing some professional catalogers with well-trained paraprofessionals. The overall net change in support staff positions was +4.6. Table 3 presents a summary of changes reported in both areas.

(Table 3)

Since the early 1980s the size of catalog departments seems to have stabilized. The department heads interviewed by telephone reported only minor staff size changes since the original survey. For every position lost by one catalog department, another had added a position. Changes have been slight. In no case were more than two positions involved. The installation of fully automated in-house catalogs has often increased the work load because of retrospective conversion and other problem-solving.

This study confirms the observations of such well-known library authorities as De Gennaro, who said in 1981: "I have seen no convincing evidence that the use of computers in libraries has resulted in any significant long-term reduction in positions."[3]

AUTOMATION

The study confirms a slow but inexorable trend toward a fully automated catalog operation. All except one library were members of automated cooperative cataloging networks such as OCLC, RLIN or WLN at the time of the first survey. A follow-up inquiry reveals that membership is now unanimous.

(Table 4)

Table 4 shows the status of plans in 1983-84 for fully automated public access catalogs. At the time of the survey, twelve libraries had such catalogs in operation.

The twenty participants in the updated survey were asked for their progress toward full automation. Three already had automated public catalogs at the time of the first survey, five had added them by July 1986, while two more are installing systems that should be operational by Fall 1986. Four respondents said that such systems should become operational during the next year. If plans are going as projected with the larger survey group, approximately half of the libraries should have automated public access catalogs by the end of 1987.

DEPARTMENTAL ORGANIZATION, JOB DESCRIPTIONS AND ASSIGNMENTS

The 1983-84 survey participants were asked: "In your library organization is the traditional public services/technical services division mantained?"

Tradition is still the norm, in spite of recent proposals that the functions be merged. Among 106 respondents answering this question, only seven replied "No." Among those replying "Yes," the division may be called by another title.

Among those departing from tradition, two libraries definitely followed Michael Gorman's proposal in which subject bibliographers were responsible for cataloging, reference work, and collection development in their areas of expertise.[4] With such an arrangement, the more routine cataloging tasks are usually handled by a special unit, a sort of mini-catalog department, comprised largely of support staff and supervised by one or more professional catalogers.

Several other respondents described less radical variations. "Technical services" may retain its title but some functions formerly considered "public services" such as interlibrary loan, circulation, and sometimes collection development may have been added to its operation.

The 1986 interviewees were asked if they have experienced any recent departmental reorganization, especially if there is any trend toward merging technical services and public services functions. One large academic library is inaugurating a plan similar to that of the University of Illinois, in which there are bibliographic units or "clusters" organized around subject disciplines. Another smaller library has done away with both public and technical services departments by title, but the functions of the catalog department are still the same.

Considerable internal reorganization within catalog departments was described. Automation requires new methods, job descriptions, procedures, and work flow. Department heads seem to be taking a pragmatic view, making minor adjustments as the situation demands.

Although total decentralization of cataloging is not common, there are frequent instances of some decentralization for special types of cataloging. Music, law, medicine, rare books, and archives are common examples of areas in which professionals are true bibliographers, and handle all aspects of work with the materials involved.

Catalog librarians often do perform, at least on a limited basis, tasks that are commonly considered public services responsibilities. In the 1983-84 survey, about 30 percent of academic libraries had some catalogers performing some reference work. Over one-fourth had catalogers involved in some library instruction, and about 13 percent of the depart-

ments had at least one catalog librarian who also did classroom teaching. The most commonly shared function was collection development. Nearly 40 percent of the catalog departments shared this assignment with public services.

A problem with shared duties is that such arrangements are likely to be a one-way street. King, who in 1967 advocated such shared assignments, called attention to the fact that while it is not unusual for technical services personnel to work at the reference desk, "it is less common for public services librarians to work in technical services."[5] Holley also has noted that in most cases where shared duties have been tried there is less resistance from catalogers who must do reference work than from reference librarians who must catalog.[6] This, however, is a blessing in disguise to one department head who was interviewed personally and noted: "If reference librarians cataloged, it would be a disaster!"

The most frequently-mentioned drawback to shared and varied duties is fragmentation of time; specialization is the most efficient organizational structure.

One administrator whose library has experimented with subject bibliographers has recommended that they return to a more traditional arrangement, while believing that diversification might be workable in a larger operation in which there are more personnel placement options. A complaint within her organization has been that some subject bibliographers have avoided ordering certain types of material such as microforms and multimedia items for fear of having to catalog them!

Not all opinions of shared duties are negative. One department head, who makes extensive use of paraprofessionals for original catalog-

ing, would welcome help from reference librarians with subject expertise. Another library is experiencing employee enthusiasm for an interdepartmental staff-sharing program. This is voluntary and may involve either professional or support staff. A contract is drawn up, usually for six months, after which a library employee may spend up to ten hours per week working in another department. Some catalogers have done reference work, and a few reference librarians have been involved with certain aspects of cataloging, usually editing existing online records but eventually progressing to limited original cataloging.

"The catalogers of yesterday are becoming the supervisors and department heads of tomorrow," said Oyler in 1980.[7] Current library literature promotes the idea that the role of the librarian in general and the catalog librarian in particular is becoming increasingly supervisory/managerial.

The results of this survey indicated a wide variance of responsibilities. When asked, "Do catalogers, other than the department head, have more managerial responsibilities now than they did five years ago?" over half of the department heads responding replied "No." Approximately one-third said "Yes." The rest gave qualified answers, or stated that in a limited sense this was true. One department head said: "Definitely! And they are not trained for it in library school." Another responded: "Catalogers do very little actual cataloging. They train, supervise and control work flow." A negative response: "They [catalogers] <u>should</u> do more supervising than they do," adding that her long-term catalogers are reluctant to assume that responsibility.

PROFESSIONAL STATUS AND RESEARCH ACTIVITIES

The final topic of investigation is the extent to which catalog librarians in academic libraries face pressures to engage in research and publication, and the extent of their participation. In addressing this issue the question, "What is the status of professional librarians?" was included in some questionnaires. A total of sixty-nine respondents furnished information. Forty-seven, or nearly 70 percent, did have faculty status. Most of the remainder had some kind of academic non-faculty appointment. Only one group of professional librarians were part of their state civil service personnel system.

Faculty status may be accompanied by the "publish or perish" syndrome. Of the forty-seven respondents who reported that librarians had faculty status, research was expected or encouraged in thirty-eight cases, with sixteen respondents indicating that it was definitely expected. Regarding the twenty-two respondents who reported that librarians did not have faculty status, research was still "encouraged" in the majority of institutions but it was a definite requirement in only two instances.

With or without faculty status, the overall response of the 106 participants to a question about research requirements is shown in Table 5.

(Table 5)

In the past, research for library faculty was often a "paper requirement" that was overlooked in practice. "'They' say it is important but it hasn't been held against librarians who haven't published," said one department head interviewed personally. "Expected for promotion, otherwise encouraged," said another. From a small urban commuter campus in which librarians do have faculty status: "There is no pressure to publish--we are a service-oriented university."

Responses do indicate an increasing trend for research to be required. "Has not been expected [in the past] but now there is a new library director." "Publication is now required--not only publication but what and where you publish."

An eloquent argument can certainly be made for the expectation of significant research from those who bear the distinguished title of academic faculty. In practice this may pose some very real problems. The very nature of a librarian's mission and relationship to the academic community may dictate that his/her primary contribution be in a supportive rather than a leadership role. McClure has described academic librarians as "generalists," in contrast, for example, to scientists who have an intense but narrow subject specialty.[8] Holley believes that faculty status may cause special difficulties for catalogers: "The cataloger has less chance than the reference or collection development librarian to do original research." Research emphasizes factors that are not essential to the primary mission of catalogers and "whenever released time is granted, by lessening their catoging output."[9]

Certainly time constraint is a most significant barrier to library research. Most academic librarians have twelve-month appointments and work at least forty hours per week in very structured situations. The counter-argument that teaching faculty put in long hours beyond the classroom is only partially valid because, even conceding their need for extensive preparation, they still have more flexibility in their ability to schedule their own time.

Overall, eighty-one respondents indicated that some released time for research may be available under certain circumstances. In the seventy-five institutions in which research was either expected or actively encouraged, all except eight did have some provision for released time. Still, the time provided was often limited, granted rarely or only in special cases.

To what extent are catalog librarians producing significant research? A question was added to the original survey during the latter part of the 1984-85 project: "If catalogers have participated in research/creative projects, what have been the results? Table 6 shows the information provided by seventy respondents.

(Table 6)

Other related activities have been consulting, presentations at conferences, involvement with obtaining grants, working with indexing projects, and editing professional journals.

The twenty participants in the updated interviews were asked for details about current research activities among their staff. Ten, or exactly half, said that professional material has recently been published or accepted for publication. Seven specified journal articles, two reported monographs being published, and four cited bibliographies or extensive indexing projects. Another respondent said that a cataloger has published a book of his own poetry. Several more said that while there has been no formal publication, papers have been presented at conferences.

Topics involve a wide range of subjects. A number of publications have been practical in nature, describing work flow and practices under automation. Specific suggestions have been offered for changing cataloging rules and simplifying bibliographic records. Special catalogers have described problems and offered solutions for their own work areas. Other topics have included regional libraries, library school preparation for research, and the current demand for catalogers.[10] Librarians with subject expertise have sometimes pursued research in disciplines beyond librarianship.

The above results may be cause for cautious optimism among those promoting a wider professional involvement for catalog librarians. These statistics may not indicate overwhelming commitment to research, but they may show a greater extent of creative professional activity than some would have expected. In spite of limiting factors, catalog librarians are reaching out to a world of learning beyond their immediate job assignment.

CONCLUSIONS

The basic library organization is still recognizable in spite of changes attributed to automation and other current social forces. Catalog position loss under automation has been minimal. Although some staff cutbacks were made when libraries joined automated cataloging networks, now the size of staffs seems to have stabilized. Paraprofessionals are being given increasingly high-level assignments, but there is still need, even demand, for catalog librarians.

Membership in automated cooperative cataloging networks is now nearly universal; the majority of academic libraries will have in-house automated public access catalogs by the end of the 1980s. Computerized systems have made some aspects of cataloging easier but have created other problems, increasing the need for expertise and accuracy.

Technical services departments still contain an equal degree of traditional and innovative practices. At present they do not seem to be merging with public services although blurring of lines and reassignment of staff duties is occurring. Catalog librarians supervise, coordinate, and advise, but are not yet the managers and planners they may be destined to become.

The question of faculty status and its related "publish or perish" syndrome continue to be troublesome issues. Faculty status for librarians exists in the majority of institutions. Although the accompanying research expectation has often been overlooked in the past, there is an increasing trend for this to be a requirement. Such expectation can pose special problems for catalog librarians who are concerned with production and are usually "generalists" rather than subject specialists. In spite

of obstacles, many catalog departments do have professionals who have produced a reasonable amount of research and publication.

This project was undertaken in order to examine existing conditions and practice. The question might be raised, "Why bother with such an analysis at all?" The rationale for the survey was that just as one must study history in order to understand the present, so one does well to examine the present before moving on to the future. Should existing practices be retained or should the system be changed? Obviously, there are no easy answers. What works in one situation may not work in another. Each organization will have to decide for itself what direction it must take.

Table 1

SURVEY REPRESENTATION

BY GEOGRAPHIC AREA AND SIZE OF INSTITUTION SERVED

SIZE OF INSTITUTION SERVED	EAST	SOUTH	MIDWEST	WEST	UNKNOWN*	TOTAL
30,000 or over	3	2	3	2	1	11
20,000-29,999	4	8	6	7		25
15,000-19,999	4	8	8	5		25
10,000-14,999	7	5	7	6		25
under 10,000	7	5	4	4		20
TOTAL	25	28	28	24	1	106

* no postmark on return envelope

Table 2

COMPARATIVE SIZE OF PROFESSIONAL AND SUPPORT STAFF IN 103 ACADEMIC LIBRARIES BY SIZE OF INSTITUTION SERVED

	under 10,000	10,000-20,000	over 20,000	Total
PROFESSIONAL STAFF				
No. libraries	20	50	33	103
No. librarians	402	1565.25	1653.4	3620.65
No. catalogers	76.75	265.8	298.35	640.9
Av. librarians	20.1	31.31	50.1	35.15
Av. catalogers	3.84	5.32	9.04	6.22
% catalogers	19.1 %	17 %	18 %	17.7 %
SUPPORT STAFF				
No. libraries	20	50	33	103
No. staff	774.75	3246.89	3567.6	7589.24
Catalog staff	133.5	511.5	646.1	1291.1
Av. staff	38.74	64.94	108.11	73.68
Av. cat. staff	6.68	10.23	19.58	12.53
% cat. staff	17.2 %	15.8 %	18.1 %	17 %

Table 3

CATALOGING STAFF CHANGES REPORTED DURING FIVE YEARS PRECEDING SURVEY IN 103 ACADEMIC LIBRARIES

	No. of respondents	% of respondents	No. of positions	Av. positions per library
PROFESSIONAL				
Total	103	100 %	640.9	6.22
Decreasing staff	35	34 %	- 62.5	
Increasing staff	26	25.2 %	+ 34.15	
No change	42	40.8 %	--	
Net change			- 28.35	- 0.275
SUPPORT				
Total	103	100 %	1291.1	12.5
Decreasing staff	39	37.8 %	- 87.0	
Increasing staff	32	31.1 %	+ 91.6	
No change	32	31.1 %	--	
Net change			+ 4.6	+ 0.045

Table 4

STATUS OF/PLANS FOR FULLY AUTOMATED PUBLIC ACCESS CATALOG IN 106 ACADEMIC LIBRARIES GROUPED BY SIZE OF INSTITUTION SERVED

Projected date	under 10,000	% of group	10,000-20,000	% of group	over 20,000	% of group	Total	% of total
In operation at time of survey	0	0 %	6	12 %	6	16.7%	12	11.3%
Partial/limited*	2	10	1	2	0	0	3	2.8
1983-1984	2	10	4	8	6	16.7	12	11.3
1985-1986	6	30	6	12	8	22.2	20	18.9
Late 1980s	4	20	6	12	4	11.1	14	13.2
Late 1980s/early 1990s	0	0	3	6	1	2.8	4	3.8
No date specified	0	0	3	6	5	13.9	8	7.5
Under consideration, indefinite date	4	20	19	38	5	13.9	28	26.4
No plans at time of survey	2	10	2	4	1	2.8	5	4.7
TOTAL	20	100 %	50	100 %	36	100 %**	106	100 %**

*At least 12 libraries had partial or limited automated systems (such as circulation systems with public access terminals) but also indicated plans for full automation; they are included in appropriate groups of those with plans for full automation.

**Percentages are computed to nearest tenth, therefore table totals do not always appear to equal 100 percent.

Table 5

RESEARCH EMPHASIS FOR LIBRARIANS IN 106 ACADEMIC LIBRARIES

	No. of respondents	% of respondents
Research expected:	26	24.5%
Research encouraged:	49	46.2%
Encouraged to a limited extent:	16	15.1%
No research expectations:	14	13.2%
Not sure:	1	1.0%
TOTAL	106	100.0%

Table 6

EXTENT TO WHICH CATALOG LIBRARIANS HAVE CONTRIBUTED TO RESEARCH IN SEVENTY ACADEMIC LIBRARIES

	No. of depts. with participants	% of depts. with participants
In-house publications:	40	57.1%
Publication in state or local journals:	30	42.9%
Publication in national or international journals:	20	28.6%
Externally-published bibliographies:	13	18.6%
Externally-published monographs:	11	15.7%

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STRATEGIC PLANNING FOR CAMPUS INFORMATION SYSTEMS

Dr. Herbert K. Achleitner
School of Library and Information Management
Emporia State University
1200 Commercial Street
Emporia, Kansas 66801

Edward W. Neroda
Library Director
Eastern Montana College
Billings, Montana 59101

Higher education is faced with the most significant change in its operating environment to occur during the post-World War II era. The increasing significance of society's shift to an information-based socio-economic system is having a profound impact on our colleges and universities. The exclusivity of academe's primary position as knowledge creator and transfer agent is challenged on numerous fronts. Higher education's response to this new environment has been mixed largely due to the fact that traditionally, within any given campus, information need is met by an uncoordinated group of agencies. The paper suggests possible remedies.

When we think of the General Motors Corporation we envision it well organized, efficient, purposefully organized, whose members are smoothly working together to produce a product and a profit. But when we think of an academic institution do we think of it as being well organized and efficient, whose members are smoothly working together to produce a profit and a product? For many of us in academia we are repelled by this corporate image and we suspected nothing was to be gained by the study of the corporate world.

Recent research indicates that there are many parallel problems in information flow. The managers in the corporate world suffer the same frustrations as the administrators in the academic world when the information needed for decision making is not readily available. Rockart observed that it is not an uncommon scenario for a president of a company to muse "why...do I have to have dozens of reports a month and yet very little of the real information I need to manage this company? There must be a way to get the information I need to run this company!"1 It is also not an uncommon scenario for a Student Advising Center in academia to not have access to the latest departmental curriculum policies. One suspects there are more than a few university administrators expressing similar sentiments.

Information scientists and practitioners are recognizing the structural changes taking place in their environment and, more specifically, within their institutions and organizations. At a recent conference on "The Intellectual Foundations for Information Professionals" representatives from three streams (information systems, information science/library science and information resources management) discussed several key issues affecting

the information professions:

* Information has value and that the actual value of information on current or anticipated uses.

* The most important activity for an information professional from any tradition is the design of information systems and the nature of these systems depends upon the tradition and the use of the information.

* The need to adopt a mission oriented approach to information.

* And to seize a more strategic role in the enterprise.

* Become more sensitive about the content and packaging of information for its intended use.

* Develop effective methods for handling "messy" information such as peripheral, informal, verbal, pictorial or allegatory information.2

How will these issues effect the provision of information services in the academic setting and what role should the academic librarian play? Should academic librarians expand their organization and dissemination function beyond the traditional purpose of meeting the educational and research needs of students and faculty? By tradition we have been identified with organizing, storing and retrieving of information and much of our research effort has gone in this direction. We also have a strong identification with the user of information. Both these traditions are a sound foundation for expanding our role from librarian to that of information resources manager. Another, and perhaps more compelling reason for taking on an expanded role is the proliferation of information data bases which need to be coordinated, developed and supervised to avoid inefficient and ineffective information use. A precedent to this is being set in the corporate world: the emergence of a Chief Information Officer as a sort of information czar overseeing all information systems--whether libraries, publishing systems, file management systems, decision support systems or

statistical systems--addressing the place of information in an organization.3

Daniel suggests "... that it is no longer sufficient to think of the field of librarianship apart from the larger context of information management."4 This means reconceptualizing our role and adding to the important bibliographic control function the role of mediator in the transfer of information.

Since there is very little current research on information flow in an academic environment it is instructive to analyze a manager's use of information in a corporate organizational context. From this we can better understand the behavior of managers in the academic setting, and then develop models for information systems design.

What do we know of information patterns in enterprises and what are the common characteristics shared among managers? Observational studies of middle and upper level managers of a division of a large commercial and defense contractor5 and of public service officials6 recorded interesting behavior held in common. In both these studies oral forms of communication predominated. Corporate managers used 91.9 percent of their time either on the telephone or in scheduled or unscheduled meetings. They spent two-thirds (66.8 percent) receiving messages and one-third (32.2 percent) sending messages. The research confirmed that these managers lead a hectic life on the job averaging 4.7 minutes on each issue or 13 issues per hour. A similar observational study of city managers revealed that they spent three-fourths (73 percent) of their time engaged in oral communications.7

The picture that emerges of managers' lifestyle is one of continuous activity, most of it unplanned, with many issues addressed. They serve as mediators and disseminators of information, all taking place in an environment predisposed toward verbal as opposed to written communication. It is this receiving, processing and disseminating of a high volume of information which accounts for the predominance of verbal communication. Comprehensiveness, accuracy and currency are additional hallmarks of information processing.

Accuracy and timeliness of information are important factors for all managers. It was observed that this dependency on reliable information generated informal networks of information sources. These so-called "old boy networks"8 allowed managers to tap sources believed to have the information but also provide quality and trustworthy information. Experts were bypassed in favor of these trusted sources who packaged information in a desirable format without lengthy inquiry. Understanding these information networks is an important source for mapping user behavior and also a source for understanding corporate culture.

How can we apply these findings to the academic environment? Looking at management of information in academia it is useful to briefly describe the four basic information systems. The first, the instruction and research information system, is the most distinctive feature of higher education. Its domain includes the classrooms and lecture halls, laboratories, libraries and field stations. Tutorial services and such governance bodies as the curriculum committee also belong to this sector. Until the advent of the computers, the leading information providers in this arena were the professoriate, librarians and libraries.

The second information system includes the financial information data bases. Typically this system assists students in obtaining financial aid. The administration of local workstudy funds, job referral services, the development and administration of cooperative educational experiences are examples of aspects of this information system. Other elements entail managing traditional scholarship sources which link the user of the system to other campus offices and systems such as personnel and payroll. Offices functioning within this financial information system have their own information handling routines which are often automated. Despite the use of computers, functionaries in one department probably are unaware of the useful information stored and manipulated in a colleague's subsystem.

Next, the personal/social information system deals with those traditional issues of eating, sleeping, shelter, and having a good time. To meet this form of student information need, campuses develop an array of services concerned with housing, health, recreation and entertainment, food and ultimately, placement. Many very specialized activities are carried out for targeted groups like veterans or handicapped.

The final system is the academic-support information system. This system includes advising, counseling, career guidance, testing, admissions and registration. While such offices have multifaceted responsibilities, their principal task is to assist in the process of matching a person's knowledge requirements to the institution's curricular "menu."

Much of the information generated and utilized by a given office is likely to be of potential value to others. Unfortunately, "resource sharing" is not a common practice. Like the corporation, each unit often has self

contained data bases serving only that particular unit--the result is an archaic, inefficient system which frustrates the user.

A preliminary investigation of administrators and staff of an academic Student Advising Center seems to confirm the findings in industry and government--hectic and multifaceted tasks where oral communication dominates. What are the implications then, of these finds for academic librarians' roles in assuming an information management function? The following issues need to be considered:

1. If managers spend a majority of their time in oral communication, different criteria for acceptable information packaging such as quantity, timeliness, preferred mode of retrieval, accuracy and format are needed.

2. There is a need for establishing the appropriate mix of internal and external (both external to the department/ office as well as external to the institution) information and appropriateness for the level of responsibility.

3. Open up of the internal communication systems through a systematic process of diagnosis. This process could instigate a sharing of policies and procedures.

4. Cluster departments having similar purpose and clients to facilitate access to information of common interest.

With this in mind realize that the research in academic information flow is just beginning. But the time is right: technological innovation is ready to be exploited, our knowledge of human information processing is growing, and organizations are ready to exploit the offerings of the Information Age. This is our opportunity to be players instead of spectators.

Footnotes

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